



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1
PERIOD STUDY 6

EUROPE IN THE AGE OF ABSOLUTISM AND
REVOLUTION, c. 1682-1815

2100UF

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 1
PERIOD STUDY 6
EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION, c. 1682-1815

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'The greatest achievement of Peter the Great was his policy of Westernisation'. Discuss

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the policy of Westernisation was the greatest achievement of the reign of Peter the Great. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the policy of Westernisation was the greatest achievement of the reign of Peter the Great. In order to reach a substantiated judgement about this issue, candidates may argue that the policy of Westernisation was indeed the greatest achievement of Peter the Great. The response might support this proposition by considering issues such as:

- opening up the Russian economy to European trade
- establishing Russia as a great power
- challenging Swedish hegemony of the Baltic
- consolidating his power base in Russia

Candidates might consider challenging the proposition in the question by arguing that in some respects other policies of Peter were equal if not greater achievements. The response might consider issues such as:

- Peter's reforms of the nobility
- the expansion of Russian territory in the south
- modernizing the Russian state
- Peter's policy towards the Orthodox Church

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the policy of Westernisation can be considered the greatest achievement of the reign of Peter the Great.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the War of the First Coalition the most significant development during the French Revolutionary and Napoleonic Wars, 1793-1815?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the War of the First Coalition was the most significant development during the French Revolutionary and Napoleonic Wars 1793-1815. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the War of the First Coalition was the most significant development during the French Revolutionary and Napoleonic Wars 1793-1815. In order to reach a substantiated judgement about this issue, candidates may argue that the War of the First Coalition was indeed the most significant development during the French Revolutionary and Napoleonic Wars 1793-1815. The response might support this proposition by considering issues such as:

- it showed the response of the Great Powers to the French Revolution
- the widening of the conflict between 1792 and 1793 suggested the gravity with which the rest of Europe viewed events in France
- powers which had little in common before 1792-1793 were now prepared to co-operate against a common cause
- the impact which the coalition had on galvanizing a response from France and leading to a military revival – the amalgam

Candidates might consider challenging the proposition in the question by arguing that in some respects other developments were far more significant than the War of the First Coalition during the French Revolutionary and Napoleonic Wars 1793-1815. The response might consider issues such as:

- the emergence of Napoleon to defeat convincingly the First Coalition
- the formation of the Napoleonic Empire and its threat to the very fabric of Europe destroying old institutions and creating new states
- the Continental blockade and the reaction to it from Napoleon's opponents and allies
- the War of the Sixth Coalition (1812-1814) which led to the abdication of Napoleon, the defeat of France and the restoration of the Bourbon monarchy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the War of the First Coalition was the most significant development during the French Revolution and Napoleonic Wars 1793-1815.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

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| Band 6 CHARACTERISTICS | | <i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i> |
| B6H | 30 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period. |
| B6M | 28 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period. |
| B6L | 26 | The response begins to show some characteristics of Band 6 |
| Band 5 CHARACTERISTICS | | <i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i> |
| B5H | 25 | The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period. |
| B5M | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period. |
| B5L | 21 | The response begins to show some characteristics of Band 5 |
| Band 4 CHARACTERISTICS | | <i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i> |
| B4H | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent. |
| B4M | 18 | The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift. |
| B4L | 16 | The response begins to show some characteristics of Band 4 |

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| Band 3 CHARACTERISTICS | | <i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i> |
| B3H | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i> |
| B3M | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i> |
| B3L | 11 | The response begins to show some characteristics of Band 3 |
| Band 2 CHARACTERISTICS | | <i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i> |
| B2H | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported. |
| B2M | 8 | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area. |
| B2L | 6 | The response begins to show some characteristics of Band 2. |
| Band 1 CHARACTERISTICS | | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i> |
| B1H | 5 | The response is very limited and undeveloped though there is some weak link to the topic area. |
| B1L | 3 | The response is very brief and / or largely irrelevant to the concept set. |
| | 0 | Use for incorrect answers |

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree with the view that the Diplomatic Revolution had the greatest influence on Great Power relations, 1700-1763?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Diplomatic Revolution had the greatest influence on Great Power relations 1700-1763. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Diplomatic Revolution had the greatest influence on Great Power relations 1700-1763. In order to reach a substantiated judgement about this issue, candidates may argue that Diplomatic Revolution was indeed a great influence on Great Power relations during this period. The response might support this proposition by considering issues such as:

- the Diplomatic Revolution changed the whole dynamic of Great Power relations
- the alignment suggested a renewal of international conflict
- the potential change in status of some of the powers
- the impact of renewed war on social and economic structures

Candidates might consider challenging the proposition in the question by arguing that in some respects other factors had influence on Great Power relations which was either equal or greater. The response might consider issues such as:

- the outbreak of the war of Austrian Succession (1740-1748) was a very great challenge and change in Great power relations
- the emergence of Britain as a major colonial power
- changes in the balance of power in the Baltic stemming from the Great Northern War and the emergence of Russia as a great power
- the Seven Years War and its global extent between the years 1756-1763

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Diplomatic Revolution had the greatest influence on Great Power relations 1700-1763.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘Louis XV dealt effectively with the problems which he faced during his reign from 1715-1774.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Louis XV dealt effectively with the problems which he faced during his reign. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Louis XV dealt effectively with the problems which he faced during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that while he dealt very effectively with a wide range of problems. The response might support this proposition by considering issues such as:

- he managed successfully the transformation from his minority to his majority rule
- he appointed some skilful ministers such as Fleury and Terray
- during his long reign no foreign army crossed in to France or threatened the country with conquest
- French society was comparatively stable with no hint of significant opposition to the crown

Candidates might consider challenging the proposition in the question by arguing that some problems of Louis' reign were dealt with less than effectively. The response might consider alternate factors such as

- the Seven Years War was a deeply humiliating experience for France – loss of significant overseas territory
- the war placed severe financial strains on the French economy. And he was unable to deal with this
- Louis was unable to institute structural reforms to the French state
- the crown continued to remain short of tax revenue and Louis could not increase this

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Louis XV was able to deal effectively with the problems which he faced during his reign from 1715-1774.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

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|-------------------------------|----|--|
| Band 6 CHARACTERISTICS | | <i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i> |
| B6H | 30 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period. |
| B6M | 28 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period. |
| B6L | 26 | The response begins to show some characteristics of Band 6 |
| Band 5 CHARACTERISTICS | | <i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i> |
| B5H | 25 | The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period. |
| B5M | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period. |
| B5L | 21 | The response begins to show some characteristics of Band 5 |
| Band 4 CHARACTERISTICS | | <i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i> |
| B4H | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent. |
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| B4L | 16 | The response begins to show some characteristics of Band 4 |

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| Band 3 CHARACTERISTICS | | <i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i> |
| B3H | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i> |
| B3M | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i> |
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| B2H | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported. |
| B2M | 8 | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area. |
| B2L | 6 | The response begins to show some characteristics of Band 2. |
| Band 1 CHARACTERISTICS | | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i> |
| B1H | 5 | The response is very limited and undeveloped though there is some weak link to the topic area. |
| B1L | 3 | The response is very brief and / or largely irrelevant to the concept set. |
| | 0 | Use for incorrect answers |