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# **GCE AS MARKING SCHEME**

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**SUMMER 2022**

**HISTORY - UNIT 1  
PERIOD STUDY 6**

**EUROPE IN THE AGE OF ABSOLUTISM AND  
REVOLUTION, C.1682–1815**

**2100UF0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

## **Summary of assessment objectives for Unit 1**

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

### **The structure of the mark scheme**

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that 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 listed. Assessors must credit any further admissible evidence offered by candidates.

### **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.

**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.

		<b>Analysis and evaluation</b>	<b>Judgement</b>	<b>Knowledge</b>	<b>Communication</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
<b>Band 5</b>	<b>21–25 marks</b>	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
<b>Band 4</b>	<b>16–20 marks</b>	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
<b>Band 3</b>	<b>11–15 marks</b>	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
<b>Band 2</b>	<b>6–10 marks</b>		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
<b>Band 1</b>	<b>1–5 marks</b>		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

## Section A

0 1

### **Evaluate the impact of the War of the Austrian Succession on relations between the Great Powers up to 1756.**

Candidates will offer a supported appraisal of the War of the Austrian Succession, measuring its impact on relations between the Great Powers in the context of the specified period, and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the War of the Austrian Succession had a significant impact on relations between the Great Powers during the period may include the following.

- The war of the Austrian Succession (1740–1748) was achieved at a terrible cost in terms of money and lives; it created resentment and fear among other European powers, both great and small, and contributed directly to the subsequent Seven Years' War.
- Following the peace of Aix-la-Chappelle in 1748, Austria was deeply resentful, of its ally Britain, believing that Britain pressured Austria into giving up territory.
- Britain's aim in the 1740s and 1750s was to check French power. After 1748, Britain considered that Prussia was best placed to achieve this.
- The dramatic change of allies with Britain abandoning Austria and France in favour of Prussia, with each joining their former enemies, lay the ground for a new and even more dramatic conflict.
- British and Prussian success, which resulted from the Diplomatic Revolution, laid the basis of Britain's imperial expansion, with Prussia emerging as a key military power in Europe.

Arguments that suggest that the War of the Austrian Succession had an impact of lesser significance on relations between the Great Powers during the period may include the following.

- For comparison, other conflicts during the period, for example the Great Northern War (1720–1721) had a substantial impact on relations between the Great Powers with the balance of power in the Baltic Sea changing significantly and heralding the emergence of Russia as a great power.
- It can be argued that the main concern for many great powers at this time was to avoid the resurgence of French power; however, the war of the Austrian Succession did little – in the long term – to impede this.
- Rather than affecting Great Power relations, over eight years, the war of the Austrian Succession placed an enormous financial strain on participants, displaced their economies and harmed international trade. The war resulted in enormous casualties on both sides with 450,000 killed and over 300,000 missing or wounded. France and the Hapsburg Empire bore the greatest losses.

0 2

## To what extent did financial problems between 1756 and 1789 cause the French Revolution?

Candidates will offer a supported appraisal of the financial problems that existed during the specified period, measuring – in relation to other relevant issues – their contribution to the outbreak of the French Revolution. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that financial problems during the period caused the French Revolution may include the following.

- The lack of an adequate revenue stream meant that the monarchy was always potentially short of funds to finance its policies, particularly its wars.
- The cost of financing France's involvement in the American War was made by loans rather than by new taxes, which significantly increased the country's national debt.
- The declaration of bankruptcy signalled the need for a dramatic change in policy, and this led ultimately—after the failure of the Assembly of Notables—to the summoning of the Estates General.
- The fact that the burden of direct taxation was borne on the shoulders of the Third Estate fuelled resentment of the two privileged orders.
- Shortage of finance effectively paralyzed the operation of the government and attempts at reform failed.

Arguments that suggest that financial problems during the period did not cause the French Revolution may include the following.

- The ideas of the *philosophes* of the French Enlightenment, who challenged the perception of Absolutism, helped undermine the unity of the *ancien régime*.
- The rise of the bourgeoisie and the resentment they felt at being excluded from any role in government while bearing a large burden of taxation was problematic.
- The failure of the reform process exposed the weak leadership provided by Louis, who yielded to opposition all too readily.
- The Absolutist System stifled the aspirations of many people, particularly those who were dynamic and visionary but were not part of the privileged orders. The remaining vestiges of feudalism were also resented.
- Growing opposition and resentment toward the Bourbon monarchy started with Louis XV was accentuated by his successor and his consort, Marie Antoinette. Scandals such as the “affair of the necklace” weakened the monarchy and undermined its credibility.

## Section B

0 3

### How effectively did Frederick the Great deal with the problems that confronted him between 1740 and 1786?

Candidates will offer a supported appraisal of Frederick the Great's rule, measuring the strengths and limitations of his handling of the problems that confronted him – in the context of the period specified, and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Frederick the Great dealt effectively with the problems that confronted him during the period may include the following.

- Frederick's success in annexing Silesia in 1740, which allowed the relatively small Prussia to expand its territory and was an important step towards achieving an enlarged state.
- His welcoming of expelled Protestants from France, which was one of the ways by which he facilitated his need for a larger population to support his military and territorial ambitions.
- His need to finance greater military expenditure was partly gained by acquiring Silesia and also by making an astute alliance with Britain, which subsidized his armies during the Seven Years' War (1756–1763).
- His alliances with other powers helped to bolster the position of his relatively small and vulnerable state.
- His modernisation of the institutions of his state to make them run more efficiently.

Arguments that suggest that Frederick the Great did not deal effectively with the problems that confronted him during the period may include the following.

- The expansion of Prussia was achieved at a terrible cost in terms of money and lives, and it resulted in the war of Austrian Succession (1740–1748) and the subsequent Seven Years' War.
- Both wars placed an enormous financial strain on the population and dislocated the economy, which needed to be focused fully on supporting the military campaigns.
- Some of the reforms were more apparent than real as, often, little changed and when things did, they were the result of the work of those appointed by Frederick.
- The resentment caused by the seizure of Silesia lasted a long time, and other great powers were very suspicious of Prussia and her intentions.

**“The French Revolutionary Wars (1792–1802) had a bigger impact on Great Power relations than any other issue during the period from 1756 to 1815.”  
Discuss.**

Candidates will offer a supported analysis of the French Revolutionary Wars, measuring their impact – in relation to other relevant issues – on Great Power relations in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the French Revolutionary Wars had a bigger impact on Great Power relations than any other issue during the period may include the following.

- The desire of the revolutionaries to spread the end of absolutism and feudalism to the other monarchies of Europe.
- The Great Powers being confronted for by the concept of the nation in arms driven by an ideology that favoured the unprivileged.
- The Great Powers being forced to bury their differences and resentments and act together in a common purpose to try and defeat the spread of republicanism.
- The significance of French military power, which went a substantial way towards achieving the natural boundaries of France by occupying the Austrian Netherlands. This would have given France an important advantage regarding her military defences and future campaigns.
- The emergence of a powerful new military force as a result of the *levee en masse* and the decision to promote officers on merit as opposed to class.

Arguments that suggest that the French Revolutionary Wars did not have a bigger impact on Great Power relations than any other issue during the period may include the following.

- the Seven Years' War (1756–1763) was the first global conflict with military theatres in India and America, and the comprehensive defeat of France and her ally signalled the emergence of Britain as the pre-eminent colonial power and Prussia as a major European power in Europe.
- the three partitions of Poland in 1772, 1793 and 1795 saw Prussia, Russia and Austrian gain substantial blocks of territory and the elimination of a country.
- the Napoleonic War, which was in effect several conflicts around the axis of the Anglo–Franco war, had a devastating effect on Europe in terms of casualties and the disruption to civil life.
- new countries rose (Westphalia, the Kingdom of Italy) and old countries were treated with disdain as Napoleon placed members of his family on their thrones, for example those of the Netherlands and Spain.
- the forces of nationalism were unleashed by Napoleon, and these were barely, if at all, contained in 1815.