GCE MARK SCHEME (LEGACY)

SUMMER 2017

HISTORY - UNIT HY1
PERIOD STUDY 8

ASPECTS OF THE HISTORY OF EUROPE 1878-1980

1231/08
INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.
HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 8
ASPECTS OF THE HISTORY OF EUROPE 1878-1980

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4-6 marks</td>
<td>6-10 marks</td>
<td>16</td>
</tr>
<tr>
<td>Level 3</td>
<td>7-8 marks</td>
<td>11-16 marks</td>
<td>24</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.
**ASSESSMENT GRID FOR PART (a)**

**Target:** AO1  
**Total mark:** 24

**Focus:** Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
</tbody>
</table>

|       | 1-8 | Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar. |

**Low Level 1: 1-2 marks**  
Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.

**Mid Level 1: 3-5 marks**  
Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.

**High Level 1: 6-8 marks**  
Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.

| 2     | 9-16 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar. |

**Low Level 2: 9-10 marks**  
Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.

**Mid Level 2: 11-13 marks**  
Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.

**High Level 2: 14-16 marks**  
Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.
<table>
<thead>
<tr>
<th>Level</th>
<th>Marks Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Level</td>
<td>17-18</td>
<td>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Mid Level</td>
<td>19-21</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>High Level</td>
<td>22-24</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why relations between Austria and Serbia had deteriorated by 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why relations between Austria and Serbia had deteriorated by 1914.

Some of the issues to consider may include:

- general background factors such as Balkan nationalist aspirations
- the growth of Slavic militancy
- the condition of the Austro-Hungarian Empire
- more immediate issues such as annexation, the Balkan Wars, the assassination of Franz Ferdinand and the ultimatum

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Bismarck fell from power in 1890.

Candidates are expected to show understanding of the inter-relationship of the reasons why Bismarck fell from power in 1890.

Some of the issues to consider may include:

- general references to Bismarck’s caution and realism
- his foreign policy set him on course for conflict with the Kaiser
- the clash of personality
- the Kaiser’s determination to rule as well as reign
- Bismarck’s support in the country was waning, as shown by the election of 1890
- the clash over the Anti-Socialist campaign
- the quarrel over the right of ministers to advise the monarch
INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Mussolini became Prime Minister of Italy in 1922.

Candidates are expected to show understanding of the inter-relationship of the reasons why Mussolini became Prime Minister of Italy in 1922.

Some of the issues to consider may include:

- the impact of the First World War
- the weakness of the Liberal government; the socialist challenge
- the opportunism of Mussolini
- the role of the King and the Papacy
- the general appeal of Mussolini and the Fascist movement.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Stalin became the leader of Russia in the 1920s.

Candidates are expected to show understanding of the inter-relationship of the reasons why Stalin became the leader of Russia in the 1920s.

Some of the issues to consider may include:

- support for Stalin’s policy changes
- Stalin’s control of the party machine:
- Stalin outmanoeuvred his opponents
- Trotsky’s weakness and errors of judgement
- Stalin was underestimated by his opponents
Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-4 marks</td>
<td>1-8 marks</td>
<td>12</td>
</tr>
<tr>
<td>Level 2</td>
<td>5-8 marks</td>
<td>9-16 marks</td>
<td>24</td>
</tr>
<tr>
<td>Level 3</td>
<td>9-12 marks</td>
<td>17-24 marks</td>
<td>36</td>
</tr>
</tbody>
</table>

Marking guidance

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.
<table>
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<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-12</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 1: 1-4 marks</strong>&lt;br&gt;Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Level 1: 5-8 marks</strong>&lt;br&gt;Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 1: 9-12 marks</strong>&lt;br&gt;Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</td>
</tr>
<tr>
<td>2</td>
<td>13-24</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 2: 13-16 marks</strong>&lt;br&gt;Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Level 2: 17-20 marks</strong>&lt;br&gt;Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Grade</td>
<td>Marks Range</td>
<td>Description</td>
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</tr>
<tr>
<td>3</td>
<td>25-36</td>
<td>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

**High Level 2: 21-24 marks**  
Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.

**Low Level 3: 25-28 marks**  
Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.

**Mid Level 3: 29-32 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focused analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.

**High Level 3: 33-36 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.
INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Germany mainly responsible for international tensions in the period 1878 - 1914?

Candidates are expected to reach a substantiated and supported judgement about whether Germany was mainly responsible for international tensions in the period 1878 to 1914.

The impact of Germany as mainly responsible for international tensions should be analysed and evaluated in relation to issues such as:

- aggressive and uncompromising German policy
- Weltpolitik
- German alliances
- imperial expansion
- blank cheque
- crises in the late 1900s

The responsibility of Germany for international tensions should be evaluated against other causes. Some of the issues to discuss may include:

- the congress of Berlin and its impact
- specific issues which led to Great Power rivalries
- the arms and naval races and colonial rivalry and the role they played in poisoning international relations
- the long term implications of Balkan instability
- immediate issues like the assassination crisis.
To what extent did Weltpolitik have the most significant impact on Germany between 1878-1919?

Candidates are expected to reach a substantiated and supported judgement about whether Weltpolitik had the most significant impact on Germany between 1878-1919.

The impact of Weltpolitik should be analysed and evaluated in relation to issues such as:

- the influence of the Kaiser
- the growing sense of power and national development inside Germany
- the general theme of world expansion
- the relationship with Germany’s internal political problems
- the mentality of Weltpolitik as reflected in colonial expansion

The impact of Weltpolitik should be evaluated against other influences that were significant in Germany in this period.

Some of the other influences to evaluate may include:

- Bismarckian diplomacy and the defence of German interests
- the policies of William II
- the impact of war and the treatment of Germany in 1919
- German economic growth
- other developments within German society such as the growth of authoritarianism and intolerance
To what extent did Fascist economic policy have the most significant impact upon the Italian people between 1922-1944?

Candidates are expected to reach a substantiated and supported judgement about whether Fascist economic policy had the most significant impact upon the Italian people between 1922-1944.

The impact of Fascist economic policy upon the Italian people should be analysed and evaluated in relation to issues such as:

- Mussolini’s laissez-faire and interventionist policies
- Mussolini’s distortion of the economy for his own usage
- the economic ‘Battles’
- the need for autarky
- the corporate state
- public works and welfare
- the OND
- Fascist economic policy during the war 1940-1944

The impact of Fascist economic policy should be evaluated against other factors that also made an impact on the Italian people.

Some of the other factors to evaluate may include:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, social and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- the use of propaganda
INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the Five Year Plans the most significant development in Russia in the period 1917-1941?

Candidates are expected to reach a substantiated and supported judgement about whether the Five Year Plans were the most significant development in Russia in the period 1917-1941.

The significance of the Five Year Plans as a development in Russia should be analysed and evaluated in relation to issues such as:

- the idea that the route to socialism was through industrialisation
- changes were administered through a command economy
- target setting and propaganda
- planning and performance
- intimidation and fear instigated by managers
- the impact upon the urban workers

The significance of the Five Year Plans should be evaluated against other significant developments in Russia in this period. Some of the features to evaluate may include:

- the impact of other key figures such as Trotsky, Stalin and Lenin
- the influence of leadership and ideology
- the use of terror including Stalin’s purges
- the outbreak of revolution in 1917
- the impact of the Civil War
- the introduction of the NEP