GradeMax



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International Advanced Level in History (WHI04)
Paper 4: International Study with Historical Interpretations
Option 1A: The Making of Modern Europe, 1805–71

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General Marking Guidance

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

Generic Level Descriptors for Paper 4

Section A

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

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	**5–8**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	**9–14**	• Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.
4	**15–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.

5	**21–25**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–6**	• 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	**7–12**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**13–18**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**19–25**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

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

Section A: Indicative content

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

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the decisive turning point in the downfall of the Napoleonic Empire was Napoleon's defeat at the 'Battle of the Nations' (October 1813). In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The 'Battle of the Nations' was the decisive battle in the war against Napoleon, bringing together a combined European force along with several of Napoleon's former allies to fight France • The Battle resulted in very heavy losses for the French and inflicted a defeat that forced Napoleon to retreat all the way to France • As a result of the heavy defeat and loss of life, Napoleon needed to call up aged reserves and untrained soldiers to carry on the fight • The collapse of French control of north-western Europe in the wake of the Battle meant that Blücher could enter France and engage Napoleon on French soil. Extract 2 • Napoleonic success in the 1812 Russian campaign was only fleeting and the French retreat began in October after Moscow was destroyed by fire • The French retreat took place under extreme weather conditions that decimated the French invasion force and left only 20,000 men in the east and the French army never being able to recover from its loss of horses • The Russian invasion of Poland galvanised the Prussians into resisting Napoleon's influence and joining the coalition against Napoleon • The Sixth Coalition that came about as a result of the Russian victory combined to defeat Napoleon at the 'Battle of the Nations', that in turn led to the collapse of the Napoleonic Empire. Candidates should relate their own knowledge to the material in the extracts to support the view that the decisive turning point in the downfall of the Napoleonic Empire was Napoleon's defeat at the 'Battle of the Nations' (October 1813). Relevant points may include: • The 'Battle of the Nations' brought together the major continental European powers, bank-rolled by Britain, to fight Napoleon in a coalition that was stronger and more determined than previous alliances • It was at Leipzig that Austria finally showed that it had committed itself to joining the Sixth Coalition; Napoleon had rejected mediation from Austria in June 1813 and could no longer call upon his wife's family ties • The army reforms that had taken place in Prussia and Austria in reaction to devastating defeats (1805-9) began to come to fruition at Leipzig and gave their commanders confidence in pursuing Napoleon into France • The battle destroyed the new army that Napoleon had been able to put together, despite the loss of men in the retreat from Russia, and from

Question	Indicative content
	then on he would have to rely on ill-prepared and often reluctant recruits • By 1814, Napoleon was forced to defend France itself from attack in the north, as a result of Leipzig, and from Wellington in the south. Despite some successful counter-offensives, Napoleon was forced to abdicate. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the decisive turning point in the downfall of the Napoleonic Empire was Napoleon's defeat at the 'Battle of the Nations' (October 1813). Relevant points may include: • The failure of the 1812 campaign and the catastrophic retreat decimated Napoleon's 'Grand Army' physically, and psychologically undermined the myth of Napoleon's invincibility. The loss of horses was militarily crippling • The Russian Tsar chose not only to harry Napoleon's troops on their retreat but to follow Napoleon into central Europe, with an objective to destroy Napoleon's Empire • It was the defeat of 1812, and the presence of the retreating troops, that encouraged the Prussians to reject their subjugation to the Napoleonic Empire and join the coalition against Napoleon • The defeat of 1812 created the tidal wave of events that would lead to the 'Battle of the Nations' and the collapse of the Napoleonic Empire beyond Saxony • Other turning points: Spanish resistance in the Iberian Peninsula, Wellington's victory at Vitoria in the Peninsular War, the attempted coup against Napoleon in 1812, the revolt of the marshals in 1814.

Section B: Indicative content

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of the role of Mazzini in the growth of Italian nationalism in the years 1815-49. Arguments and evidence that the role of Mazzini was significant in the growth of Italian nationalism in the years 1815-49 should be analysed and evaluated. Relevant points may include: • Before Mazzini established Young Italy in 1831, Italian nationalism had centred around informal secret groups who had little influence and little success in the revolutionary activity in 1820 and 1830 • Mazzini's Young Italy movement was influential in spreading nationalist ideas throughout the Italian peninsula in the 1830s and 1840s, with the Young Italy journal being popular, particularly in Piedmont • Mazzinian nationalism was based around republican ideals and inspired radical supporters, often middle-class, across Italy to challenge actively the restored order in Italy after 1831 • Much of the revolutionary activity in Italy in 1848-49 was inspired by Mazzinian ideals, particularly the revolts in Rome, Milan and Venice • Mazzini, as a member of the leading triumvirate, was in the forefront of the creation of the Roman Republic in 1849, which had the potential to become the centre of a unified Italian state • Mazzini's reputation was enhanced when Garibaldi, a long-term admirer, brought his nationalist supporters to Rome in 1849 in support of Mazzini's Roman Republic. Arguments and evidence that the role of Mazzini in the growth of Italian nationalism in the years 1815-49 was not significant/other factors were more significant should be analysed and evaluated. Relevant points may include: • Young Italy, although a formal organisation with a manifesto, failed to gain any significant large-scale popular support and Mazzini's ideas in particular failed to inspire the Italian peasantry to support nationalism • There were several failed attempts by Young Italy supporters to incite revolutionary activity during the 1830s and 1840s, e.g. Garibaldi in Genoa (1834), the Bandiera brothers in The Two Sicilies (1843) • Living in political exile for much of the period, Mazzini was not always aware of the realities in the Italian peninsula itself and was often under the surveillance of the conservative forces in Europe • Charles Albert was more effective in attempting to rally the nationalist cause in 1848-49 by leading the First War of Italian Independence; Mazzini seemed to be more influential on localised republicanism • Italian nationalism was driven throughout the period by resentment of the restored order and the Metternich system and in the 1840s this inspired the artistic flourishing of cultural nationalism in the Risorgimento • Other individuals were more significant in inspiring nationalism: Balbo, Gioberti, Pope Pius IX, Charles Albert. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on far whether, in the years 1862-71, Prussian success in unifying Germany was mainly due to Bismarck's skilful diplomacy. Arguments and evidence that, in the years 1862-71, Prussian success in unifying Germany was mainly due to Bismarck's skilful diplomacy should be analysed and evaluated. Relevant points may include: • Bismarck's skill in creating foreign relationships advantageous to Prussia, e.g. Russian neutrality (1863-66), French goodwill in the lead up to the Austro-Prussian War (1865-66) • Bismarck's skill in personal negotiations, e.g. Gastein Convention with Austria (1865), meeting with Napoleon III at Biarritz (1865) • Bismark's involvement in engineering the three major wars that enabled Prussia to achieve dominance in Germany – war with Denmark (1864), war with Austria (1866), war with France (1870) • Bismarck's specific manipulation in the events of the Hohenzollern Candidature and the outbreak of war with France (1868-70) • Bismarck's understanding of the compromises needed to gain the acceptance of Prussia's heightened role in Germany by other German states, e.g. peace with Austria (1866), the Imperial constitution (1871). Arguments and evidence that, in the years 1862-71, Prussian success in unifying Germany was mainly due to other factors should be analysed and evaluated. Relevant points may include: • It was not Bismarck's skill that enabled Prussian success but the opportunities afforded Bismarck, e.g. Polish Revolt (1863), the rapid Austrian defeat (1866), the vacancy for the Spanish throne (1868) • Prussian military strength and the victories engineered by von Moltke and von Roon over Austria and France; Bismarck's interference in military matters in 1870 was viewed as a liability by many in Prussia • Prussian economic strength, particularly the unifying influence of the *Zollverein* and the railway networks across Germany • The favourable international situation, particularly the limited interest of Britain and Russia in events in Germany and the potential growth of Prussia at the time • Diplomatic mistakes and blunders by others, e.g. Napoleon III's miscalculation over Luxembourg (1867), the roles of the Empress Eugenie and Gramont in the crises that led to the Franco-Prussian War. Other relevant material must be credited.

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