

Cambridge International AS & A Level

EUROPEAN HISTORY

9981/02

Paper 2 Outline Study

For examination from 2027

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **10** pages.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

Table A for Part (a) questions

Part (a) questions assess the following assessment objectives:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
 - cause and consequence
 - change and continuity
 - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for part (a) questions in Questions 1 and 2.

Level	Description	Marks
Level 4	Connects factors to reach a reasoned conclusion Responses: <ul style="list-style-type: none"> • Are well focused and explain a range of factors supported by relevant information. • Demonstrate a clear understanding of the connections between causes. • Reach a supported conclusion. 	9–10
Level 3	Explains factor(s) Responses: <ul style="list-style-type: none"> • Demonstrate good knowledge and understanding of the demands of the question. • Include explained factor(s) supported by relevant information. 	6–8
Level 2	Describes factor(s) Responses: <ul style="list-style-type: none"> • Show some knowledge and understanding of the demands of the question. (They address causation.) • May be entirely descriptive in approach with description of factor(s). 	3–5
Level 1	Describes the topic/issue Responses: <ul style="list-style-type: none"> • Contain some relevant material about the topic/issue but are descriptive in nature, making no reference to causation. 	1–2
Level 0	No creditable response	0

Table B for Part (b) questions

Part (b) questions assess the following assessment objectives:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
 - cause and consequence
 - change and continuity
 - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for part (b) questions in Questions 1 and 2.

Level	Description	Marks
Level 5	<p>Responses develop a comparative judgement based on analysis of the alternative perspectives</p> <p>Responses:</p> <ul style="list-style-type: none"> • Are well focused and contain clear analysis that supports and challenges the given view/statement. • Are consistently supported by relevant and detailed evidence for the alternative perspectives. • Show clear comparative judgement of the relative strength of the alternative perspectives. 	17–20
Level 4	<p>Responses offer explanation that considers alternative perspectives</p> <p>Responses:</p> <ul style="list-style-type: none"> • Offer explanation that supports and challenges the given view/statement. • Are supported by mostly relevant and detailed evidence for the alternative perspectives. • May form a conclusion that lacks clear comparative judgement. 	13–16
Level 3	<p>Responses offer explanation of a single perspective</p> <p>Responses:</p> <ul style="list-style-type: none"> • Offer explanation that supports or challenges the given view/statement. • Are supported by mostly relevant and detailed evidence. • May be aware of alternative perspectives, but these will be described rather than explained. 	9–12
Level 2	<p>Responses consider aspects of the question without explanation</p> <p>Responses:</p> <ul style="list-style-type: none"> • May provide relevant description with few explicit links to the question. • May provide valid assertions with limited support. 	5–8
Level 1	<p>Responses provide general information about the topic loosely linked to the question focus</p> <p>Responses:</p> <ul style="list-style-type: none"> • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions. 	1–4
Level 0	No creditable response	0

Question	Answer	Marks
1(a)	<p data-bbox="308 232 1091 266">Explain why the Franco-Prussian War broke out in 1870.</p> <p data-bbox="308 304 539 338">Indicative content</p> <ul data-bbox="308 376 1321 1128" style="list-style-type: none"> <li data-bbox="308 376 1321 577">• It was the final stage in Bismarck’s long-term plan to create a united Germany. The wars of 1864 and 1866 (Denmark and Austria) had increased Prussia’s standing in Europe and led to the creation of the North German Confederation. A victorious war against the French would lead to the creation of a unified Germany, which would be a dominant European power. <li data-bbox="308 584 1321 786">• It was due to a desire by Prussia to seek revenge. The Hohenzollern candidacy for the Spanish throne was withdrawn in July 1870. However, the French insisted it should never be renewed. This was seen as an affront to the honour of the Prussian royal family. To restore this honour Bismarck re-worked the Ems telegram which provoked France to declare war. <li data-bbox="308 792 1321 893">• France felt its international standing was undermined by the Prussian victories of 1864 and 1866. It wanted to assert its authority, made doubly necessary following the failure of its Mexican expedition. <li data-bbox="308 900 1321 1061">• Napoleon III was facing domestic troubles as there were growing demands for democratic reform, and rumours were rife about an impending revolution. A victorious war against Prussia would lead to gains in the Rhineland and restore unity amongst the French nation behind a Bonapartist dynasty. <li data-bbox="308 1068 1321 1128">• Recent military reforms convinced the political and military leaderships of France that they would emerge victorious in any conflict with Prussia. <p data-bbox="308 1167 751 1200">Accept any other valid responses.</p>	10

Question	Answer	Marks
1(b)	<p>‘The Zollverein’s role was economic not political.’</p> <p>How far do you agree with this view?</p> <p>Indicative content</p> <p>Support</p> <p>After 1815, the 39 states of the German Confederation managed their own economies. This created innumerable customs barriers and internal tariffs restricted trade. Therefore, to try and tackle these problems, several customs unions had been formed. For example, in the north, the Prussian Customs Union (PCU), in the south the Bavarian and Württemberg and Middle German Commercial Union (MGCU). In 1831 the MGCU collapsed, and Hesse-Cassel joined the PCU, as did Bavaria and Württemberg in 1834. Hesse-Cassel was no doubt prompted by the fact that the cost of securing tariff borders and tariff administration had cost 100% of tariff income prior to 1830. Therefore, the enlarged PCU, the Zollverein, was a means to achieve increased trade and prosperity by abolishing customs duties.</p> <p>The Zollverein followed on from these previous customs unions. It was aligned with the increasingly popular idea of free trade – doing away with as many internal trade barriers as possible for goods to move more freely. The Zollverein began attempting to unify both the currencies and weights and measures used by its member states.</p> <p>Economic considerations influenced Austria to remain outside the Zollverein. Austria disagreed with free trade within its Empire as it had large markets for home-produced goods. Austria wanted high import duties to protect its industries and markets from cheap imports. If Austria had joined the Zollverein, then these duties would have had to be reduced to the same level as those in the other member states.</p> <p>Challenge</p> <p>The Zollverein was a means to help unite Prussia in the east with distant Rhineland territories in the west. In this respect Hesse-Cassel membership was vital in helping to narrow the gap. In 1851, Hanover, Electoral Hesse and some lesser states joined the Zollverein, furthering the process.</p> <p>It had a clear political function. In 1830, before its creation, the Prussian Finance Minister had pointed out to his king that a free trade organisation would not only bring prosperity to Prussia but also isolate Austria. This isolation would lead to a weakening of Austria’s political influence over the other German states.</p> <p>Many argued that as the Zollverein, under Prussian leadership, brought economic advantages, then it made sense to pursue a political union. From the 1840s the Zollverein was seen, increasingly, as a force for German unity, and many northern German states saw Prussia as the natural leader of a united Germany.</p> <p>Accept any other valid responses.</p>	20

Question	Answer	Marks
2(a)	<p>Explain why Trotsky was important for Bolshevik success in October 1917.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He occupied two important posts which allowed the overthrow of the Provisional Government (PG) to occur. He was chairman of the vital Petrograd Soviet and the dominant member of the Military Revolutionary Committee (MRC), allowing him to play a leading role as the organiser and prime motivator for the actual removal of the PG in October 1917. • He was Lenin’s principal supporter against the views of Zinoviev and Kamenev who were opposed to the overthrow of the PG at this time. • On October 23 after a visit by Trotsky the troops of the Peter and Paul fortress, whose cannons overlooked the Winter Palace, were won over to the Bolsheviks, putting more weapons at the disposal of the Bolsheviks. • Lenin gave the order for the uprising to take place, but it was Trotsky who directed the Red Guards in their seizure of the key installations and vantage points in Petrograd. <p>Accept any other valid responses.</p>	10

Question	Answer	Marks
2(b)	<p>To what extent did the New Economic Policy have popular support?</p> <p>Indicative content</p> <p>Support</p> <p>The New Economic Policy (NEP) was devised at the end of the Civil War to solve the problems brought about by War Communism. The government needed a popular solution in the light of the Kronstadt uprising, continuing peasant revolts, angry food queues in the cities and strikes by hungry workers. Lenin believed that winding back War Communism and relaxing Bolshevik economic policy would be a popular move.</p> <p>Lenin unveiled the NEP at the 10th Party Congress in March 1921. The NEP was a revised economic strategy, the main feature of which was to relax the severe restrictions and grain requisitioning imposed on Russia by war communism. The NEP also permitted capitalist activity in the lower levels of the economy. Russian farmers were once again permitted to buy and sell at market, while a new group of merchants, retailers and profiteers, the Nepmen, began to emerge.</p> <p>The NEP's radical shift in economic policy and reintroduction of petty capitalism was welcomed by many Russians. Peasant farmers were provided with an incentive to work harder and produce more. As a consequence, the level of agricultural production began to rise significantly. Peasants who produced more began to acquire surplus goods and cash, which they used to buy more land or hire labour. A class of kulak peasants began to re-appear.</p> <p>Challenge</p> <p>The policy was far from popular with some members of the Communist Party; it caused ideological tension and divisions in the party with hardliners interpreting it as a betrayal of the revolution. Because the NEP allowed elements of capitalism to return to Russia, some in the Communist Party hierarchy viewed it as an acknowledgement that socialist policies had failed. Lenin justified the NEP as a temporary measure; it was intended to provide breathing space for the Russian people and their economy, which was on the brink of collapse after seven years of war. Lenin emphasised that the Soviet government retained control of the 'commanding heights' of the economy: industry, mining, heavy manufacture and banking. Nevertheless, the NEP did seem like a concession that earlier policies had failed.</p> <p>The policy also lacked popular support with some Bolsheviks referring to the NEP as the 'New Exploitation of the Proletariat'. Much of their anger was focused on the Nepmen. The 'scissors crisis' sharpened opposition to the NEP. Trotsky coined the term to describe the widening gap between industrial and agricultural prices which led to urban fears of a 'grain strike'. The crisis peaked in October 1923 when industrial prices were 290 per cent of their 1913 levels, whereas agricultural prices in the state sector were at only 89 per cent.</p> <p>Accept any other valid responses.</p>	20