



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In GCE History (9HI0/2D)
Advanced

Paper 2: Depth study

Option 2D.1: The unification of Italy, c1830–70

Option 2D.2: The unification of Germany,
c1840–71

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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: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- 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	4–7	- There is limited 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 substantiation 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	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although 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 and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - 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 and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained 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 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 2D.1: The unification of Italy, c1830–70

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 must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the failure of the 1848-49 revolutions in Italy. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The diplomat is writing as a foreign observer, with the purpose of the letters being to give the United States government a reasoned overview of the events happening in Italy • The tone and language suggest that although, as an American, he has some sympathy for the revolution ('Unfortunately') he is also writing with objectivity ('Unwillingly') • The diplomat is an eyewitness to events that are unfolding even as he is writing, so providing an immediate response to the situation. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the failure of the 1848-49 revolutions in Italy: • It suggests that the revolutionaries lost control of events ('determined to make democracy appear ridiculous.', 'unity has always been the aim...forced them to divide') • It indicates that the old order was beginning to be successful in rolling back the revolutions ('defeat of Piedmont by the Austrians at Novara', 'Bologna is ready to recall the Pope.') • It suggests that the revolutionaries were underprepared for their initial success ('so little experience and money, the government...inspires little confidence.') • It indicates that there was division ('Sicily rejects Neapolitan domination.', 'Genoa separates from Piedmont', 'People...city and...countryside...different opinions') and localism ('Tuscany refuses to unite with Rome.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The Italian uprisings were part of an essentially spontaneous but simultaneous series of events, that had little prior planning and were led by men who, as a result of repression, often operated in secrecy • Although the Italian peninsula had a geographic integrity, there were historic social, economic and cultural divisions, e.g. language, the Sicilian dislike for Naples, the north-south wealth divide, <i>campanilismo</i> • In the Papal States, an initial liberal constitutional uprising, with Papal recognition in 1848, was followed by a more radical uprising in February 1849 that saw the declaration of a Roman Republic • There was political confusion across Italy as different political ideas, e.g. nationalism, liberalism, republicanism, were being advanced, often at the same time, most notably in the First Italian War of Independence.

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author of the proclamation is the commander of the Austrian forces in Italy and so is writing as one of the most important representatives of the counter-revolutionary forces in Italy • The purpose of the proclamation is to persuade the revolutionary government in Venice to surrender, and so bring the revolution in Venice to an end • The proclamation was produced as the siege was in its infancy in May 1849, and so provides witting evidence of measures used by the counter-revolutionary forces in Italy. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the reasons for the failure of the 1848-49 revolutions in Italy: • It implies that the revolutions in Italy have failed because they brought nothing positive to the people of Italy ('public treasury is empty, your property destroyed...misery and poverty') • It indicates that the Austrians have been successful in defeating revolutionary activity across Italy ('victories...my gallant army has recently gained over your allies in rebellion', 'from my headquarters at Milan') • It indicates that the Austrians were willing to use a variety of tactics to overcome the revolutions ('olive-branch of peace...sword') but were ultimately committed to their destruction ('extermination...no mercy') • By the nature of Radetzky's appeal ('speak to you as a protector.', 'what are the results?', 'your rightful sovereign'), it suggests potential misgivings amongst the populace that might be exploited. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In the spring of 1849, Marshal Radetzky – with increased troops as a result of the successful counter-revolution in Austria – ruthlessly regained military control of the northern Italian provinces of the Austrian Empire • After the defeat of Charles Albert at Novara, Radetzky not only militarily took Piedmont out of the revolutionary equation but also diplomatically by treating the new king – Victor Emmanuel – in a conciliatory manner • Radetzky's success in the north acted as an encouragement to other deposed leaders, e.g. the Bourbon monarchy in Naples, who successfully used divisions amongst the revolutionaries to stage a counter-revolution • By May 1849, the Venetian and Roman Republics were the only radical governments remaining; both were under siege from non-Italian forces and, although both had strong support from within, were soon to fall. Sources 1 and 2 The following points could be made about the sources in combination: • Both Sources highlight the role of the Austrians in the failures of 1848-49 • Both Sources indicate that there were internal weaknesses that may have undermined the revolutions • Source 1 provides an overview of events from the point of view of an outside observer, while Source 2 was produced by a counter-revolutionary participant • Both Sources were produced in Italy while events were ongoing, Source 1 in April 1849 and Source 2 in May 1849, providing immediacy to the information regarding the failure of the revolutionaries.

Option 2D.2: The unification of Germany, c1840–71

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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the significance of Prussian economic development in the 1850s. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The report was written from the perspective of a non-Prussian participant member state of the <i>Zollverein</i> with first-hand experience of its impact • The report was written in 1851 to give a snapshot overview of the direct impact of the Prussian <i>Zollverein</i> but also provides evidence of the impact of general economic developments • The report was intended to persuade the government of Württemberg to maintain the <i>Zollverein</i> and so might exaggerate its benefits. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of Prussian economic development in the 1850s: • It indicates that, through the <i>Zollverein</i>, Prussia is able to control the vast majority of trade across Germany ('free trade route. But...without signing...interference'; 'significant trading... the south...and Prussia.') • It implies that the Prussian economy drove the economy of Germany as a whole ('attempt to break it up...damaging capital losses', 'without a market...paper manufacturing industry...collapse.', 'export markets.') • It suggests that Prussian domination of trade and industry will give it political as well as economic power in Germany ('It is easy to co-operate with Prussia because, unlike Austria'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The <i>Zollverein</i> agreement was due to be renewed in 1853. Austria mooted its own <i>Mitteleuropa</i> version at the same time but this was rejected. The <i>Zollverein</i> was renewed and expanded • The <i>Zollverein</i> provided the basis by which Prussia was able to maintain a balance of power with Austria in Germany and to create the foundations to challenge Austria for its leadership • Prussia's geographic extent, access to natural and built communication routes and primary resources enabled it to become the pre-eminent industrial power in Germany. Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The article was published in a British newspaper, and so provides an outsider's perception of economic developments in Prussia • The article was published in April 1853 and so is able to provide up-to-date information regarding the impact of the building of the railway network in Prussia

Question	Indicative content
	- The article provides credible first-hand observations about a range of economic developments connected to railway building in Prussia, despite its slightly questioning tone. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of Prussian economic development in the 1850s: - It indicates that the Prussian state was both actively exploiting the railways ('general prosperity...sufficient for them to be taxed.') and intervening in their development ('buy shares...reduce ticket prices') - It states that Prussia claims to be the leading railway building state in the world ('According to...value of its railways...length of railway lines...is greater than all other countries') - It indicates that the growth of the railway network is beneficial to Prussian commerce ('prospect of a night train...Commercial traders are looking forward to wool markets') - It suggests that railway building might be used by Prussia to enhance its political and military power ('railways come under state ownership', 'movement of troops by railway.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The Prussian government was involved in direct intervention in railway building and maintenance from the 1840s and, despite its conservatism, willing to establish the railways as an apparatus of the state - In the years 1850-60, the length of the Prussian network grew by c3000km, dividends paid out on average c5.5 per cent and the net domestic product quadrupled - The dispersed nature of the Prussian territories meant that Prussia effectively controlled railway lines stretching from east-west and north-south across Germany, so giving it a powerful presence - The Prussian military understood the benefits of railways for troop mobilisation from an early stage and the High Command built troop movements by rail into their war strategy from the 1850s. Sources 3 and 4 The following points could be made about the sources in combination: - The Sources provide evidence about two of the key features of Prussian economic development in the 1850s; Source 3 considers the <i>Zollverein</i> while Source 4 considers railway building - Both Sources indicate the scale of the commercial and industrial growth of Prussia in the 1850s, and the extent of state intervention in the economy - Both Sources provide an outside perspective but both also have a vested interest in events in Prussia at the time - Both Sources provide evidence to suggest that Prussia benefitted politically from economic developments.

Section B: indicative content

Option 2D.1: The unification of Italy, c1830–70

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 about the statement that, in the years 1849-56, Piedmont developed into a politically stable and economically prosperous state. Arguments and evidence that, in the years 1849-56, Piedmont developed into a politically stable and economically prosperous state should be analysed and evaluated. Relevant points may include: • Victor Emmanuel's continuing commitment to the <i>Statuto</i> gave Piedmont a constitutional underpinning from which a liberal democracy was emerging by 1856 • Under Cavour's premiership from 1852, and his mastery of the politics of the <i>connubio</i>, Piedmont acquired stable leadership and, increasingly, continuity in political affairs • Piedmont was accepted as a state worthy of European recognition. It developed cordial diplomatic relations within Europe, e.g. agreements with Austria, support for Britain and France in the Crimean War • Piedmont experienced a period of commercial and industrial growth, particularly in textiles, which increased exports and increased government revenue • The expansion of the railway network across Piedmont, and in connecting to other parts of Italy, indicated considerable economic growth • Government intervention and investment, championed by Cavour from his appointment as Minister for Trade and Agriculture in 1850, created economic growth. Arguments and evidence that, in the years 1849-56, Piedmont did not develop into a politically stable and economically prosperous state should be analysed and evaluated. Relevant points may include: • Victor Emmanuel privately was unsure of the political efficacy of constitutional government and, at times, was not as publicly supportive as he could have been, particularly with regard to his social conservatism • Piedmontese politics continued to be factional. Anti-clerical and secular laws caused much division and the impact of the influx of liberal and nationalist 'refugees' from elsewhere in Italy caused some instability • Cavour was unable to gain unconditional support from Britain and France as a result of his foray into the Crimean War, and Austrian power remained a threat to Piedmont's security • Piedmont's industrial growth was reliant on a narrow textile sector that still mainly depended on manual labour. Poor working and living conditions meant that popular unrest was always a possibility • Much of Piedmont's infrastructure was dependent on foreign loans and investment from other European governments or banking houses • Piedmont's public debt rose considerably under the government of Cavour. In the 1850s, public debt increased by over 500 million lire. Other relevant material must be credited.

Question	Indicative content
4	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 about whether, in the years 1856-70, the process of Italian unification was almost wholly dependent on the role of France. Arguments and evidence that, in the years 1856-70, the process of Italian unification was almost wholly dependent on the role of France should be analysed and evaluated. Relevant points may include: • In 1856-58, it was Napoleon III's boyhood interest in Italian affairs, combined with his desire to expand French influence, that opened the way for Piedmontese ambitions for a united Italy to be heard in Europe • It was the Orsini Affair (1858) that led directly to the meeting of Napoleon III and Cavour at Plombières that would lead to the agreements that would drive the outbreak of the Second Italian War of Independence • It was Napoleon III who brokered the armistice (8 July 1859) and it was French objectives and ambitions that had precedence in the Villafranca agreement and the Treaty of Zurich (November 1859) • Piedmont's intervention in events in southern Italy in 1860-61 was due to Cavour's fear that Garibaldi's threat to attack the French garrison at Rome would lead to more widespread French interference in Italy • It was Napoleon III who was responsible for Venetia becoming part of Italy in 1866. He was able to present Venetia to Italy having brokered agreements with both Austria and Prussia, whatever the outcome • The French occupation of Rome prevented Rome becoming the capital of the Kingdom of Italy until 1870 when the French withdrew its garrison for good in response to the Franco-Prussian war. Arguments and evidence that, in the years 1856-70, the process of Italian unification was not almost wholly dependent on the role of France should be analysed and evaluated. Relevant points may include: • It was Cavour who drove the initial engagement between France and Piedmont over the future of Italy. Cavour pressed the case of Piedmont at the Congress of Paris and pushed for the meeting at Plombières • It was Piedmont that provoked Austria to war in the Second War of Independence and rallied the Italian Nationalist Society to the cause of unification under Piedmont • The annexation of central Italy in 1860 happened in spite of Napoleon's desire for a federal Italy, preferably under the control of the Pope, when Piedmont orchestrated the plebiscites • Garibaldi was responsible for the liberation of southern Italy in the name of King Victor Emmanuel II, and it was Garibaldi who unified Italy by 'handing over' the south to the King at Teano (26 October 1860) • Victor Emmanuel's support and leadership was vital in all of the major developments in the process of unification, from the declaration of war in 1859 through the meeting at Teano to the seizure of Rome in 1870 • The role of Prussia was vital to the annexation of Venetia and the take-over of Rome, with the defeat of Austria in 1866 and the defeat of Napoleon III in 1870. Other relevant material must be credited.

Option 2D.2: The unification of Germany, c1840–71

Question	Indicative content
5	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 about whether the economic crisis (1846-47) was the most significant short-term cause of the 1848-49 revolutions in Germany. Arguments and evidence that the economic crisis (1846-47) was the most significant short-term cause of the 1848-49 revolutions in Germany should be analysed and evaluated. Relevant points may include: • The failure of the grain harvests in 1846-47 combined with the spread of potato blight across Germany led to agitation in rural areas that threatened the landowning classes in Germany • Food shortages led to a rise in food prices resulting in food riots in the major cities of the German states that highlighted the tinder box nature of the political situation of the late 1840s • The agricultural crisis of 1846-47 undermined the already fragile nature of the industrial economy, with a downturn in demand leading to business failure, increased unemployment and working-class protests • Business failures and difficult trading conditions led to an increase in middle-class discontent and the call for liberal economic and political reforms • Discontent with the response of the ruling elites to the economic crisis created a revolutionary atmosphere across Germany in the early months of 1848. Arguments and evidence that another factor was the most significant short-term cause of the 1848-49 revolutions in Germany should be analysed and evaluated. Relevant points may include: • By the time of the full-scale revolutionary activity in 1848, the economic crisis had abated and was not a trigger factor for specific revolutionary activity • The peasantry, one of the social groups hardest hit by the economic crisis, were generally unsupportive of the revolutions of 1848, and many actively participated in the counter-revolutionary reaction • In the late 1840s, there was a resurgence in middle-class political liberal and nationalist sentiment; nationalists were spurred on by events in Schleswig-Holstein, and liberals convened constitutional meetings • The constitutional crisis in Baden in the autumn of 1847 acted as a focus for political discontent and it was events in Baden in both urban and rural areas in February 1848 that seemed to act as kindling for the revolutions • The overthrow of the monarchy, and declaration of a republic, in France in February 1848, was the catalyst for unrest in the major German cities and in Austria, particularly amongst the urban masses and students. Other relevant material must be credited.

Question	Indicative content
6	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 about the statement that the Frankfurt Assembly (1848-49) had little significant long-term impact on the process of German unification. Arguments and evidence that the Frankfurt Assembly (1848-49) had little significant long-term impact on the process of German unification should be analysed and evaluated. Relevant points may include: • The Frankfurt Assembly lasted little more than a year, was riven by division and eventually was easily overcome by counter-revolutionary forces • The lengthy decision-making process, and the divisions among the delegates, meant that the German liberalism and nationalism, that had developed in the 1840s, lost influence on the process • The Fifty Articles (published December 1848) that formed the basis of a liberal constitution for a united Germany was abandoned in 1849 and not resurrected • The main process of unification was carried out through the prosecution of war by a conservative German state rather than as a political process involving representatives of the majority of the German-speaking states. Arguments and evidence that counter the statement that the Frankfurt Assembly (1848-49) had little significant long-term impact on the process of German unification should be analysed and evaluated. Relevant points may include: • The Frankfurt Assembly brought together representatives of the majority of the German states at a time of great political and social instability showing that a future politically unified Germany was a real possibility • The Frankfurt Assembly's decision to organise a united Germany around a <i>Kleindeutschland</i> solution with the Prussian king at its head created the future potential for a united Germany without Austria • Liberal Nationalism, with an emphasis on support for a <i>Kleindeutschland</i> solution based on Prussian strength, emerged from the ashes of the liberal and nationalist failures of 1848-49 • Prussian political leaders recognised that, although democratic populism had failed in 1848-49, there was potential to harness popular nationalism, e.g. Schleswig-Holstein (1864), the 'watch on the Rhine' of the late 1860s • The collapse of the popularly elected Frankfurt Assembly and restoration of conservative rule meant that any future unification process was less likely to involve democratic participation • The Frankfurt Assembly's inability to wage war and to protect itself from military attack showed that any successful process of unification would require access to military force, as it did under Prussia from 1862-71. Other relevant material must be credited.

