



Mark Scheme

(Results)

Summer 2026

Pearson Edexcel International Advanced Level in
History (WHI04/1A)

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: **A01 (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.

A03 (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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	9–14	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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 historical debate.
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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	1–4	<ul style="list-style-type: none">• 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	5–8	<ul style="list-style-type: none">• 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	9–14	<ul style="list-style-type: none">• 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	15–20	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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.
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Section A: Indicative content

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

Question	Indicative content
1	<p>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.</p> <p>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.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that it was the decision of Prussia to join the war against Napoleon that was responsible for the success of the Sixth Coalition in the 1813 campaign.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none">• Prussia's decision to reject Napoleonic influence and sign a treaty with Russia brought German lands and potentially 80 000 soldiers into the war against Napoleon• The Prussians were able to mobilise swiftly almost 70 000 men by March 1813, as a result of effective military reforms that had taken place since 1806• Prussian mobilisation was further strengthened by anti-French rebellions in Germany that threatened Napoleon's success in the 1813 campaign• Prussian army commanders brought experience and success to the Coalition campaign, particularly Blücher. <p>Extract 2</p> <ul style="list-style-type: none">• Austrian entry into the war on the side of the Sixth Coalition was the turning point of the 1813 campaign• Napoleon's intransigence in refusing to agree to territorial losses during the armistice of June 1813 resulted in the Austrians finally agreeing to declare war on France• The involvement of Austria meant that Napoleon now faced a Sixth Coalition army that had c200 000 more men than the French• After the battle at Leipzig in October 1813, the French losses inflicted by the Sixth Coalition meant that Napoleon no longer had control over central and northern Europe. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that it was the decision of Prussia to join the war against Napoleon that was responsible for the success of the Sixth Coalition in the 1813 campaign. Relevant points may include:</p> <ul style="list-style-type: none">• After Prussian army generals defected from the Napoleonic alliance in 1812, and much persuasion, the King of Prussia signed the Treaty of Kalisz with the Russians, so aiding the Russian advance westward• The humiliating loss at Jena (1806) led the Prussians to reform their military structure; it became more meritocratic and less brutal. Despite agreeing limits to the size of its army, 36,500 reservists were trained• Prussia had suffered considerably at the hands of the French, particularly from harsh requisitioning practices, and many were revengeful in 1813, either taking local action against French forces or joining the <i>Landwehr</i>• It was General Yorck that precipitated the break in the Prussian alliance with Napoleon. General Blücher played a pivotal role in the success of the Sixth Coalition at Leipzig.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that it was the decision of Prussia to join the war against Napoleon that was responsible for the success of the Sixth Coalition in the 1813 campaign. Relevant points may include:</p> <ul style="list-style-type: none"> Initially, Austria had been reluctant to join the Sixth Coalition as it wished to maintain a balance of power in Europe between Russia and France, however, the failure of the armistice talks forced Austria's hand Austria's entry into the Sixth Coalition meant that Napoleon was now faced in central Europe by the might of the other leading European powers: Russia, Prussia and Sweden fighting on land, financed by Britain Austrian military reforms in the previous few years meant that not only did Austria bring a substantial army to the conflict in 1813 but a better prepared and effective military structure As a result of the immensity of the battle at Leipzig, it became known as the Battle of the Nations and, while not resulting in the complete defeat of Napoleon, was the beginning of the end of the Empire he had created.

Section B: Indicative content

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

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on whether, in the years 1815-48, the development of Italian and German nationalism was mainly due to resentment of the 1815 peace settlement.</p> <p>Arguments and evidence that, in the years 1815-48, the development of Italian and German nationalism was mainly due to resentment of the 1815 peace settlement should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• Support for national unity engendered in Napoleonic Europe was sustained, as the post-1815 settlement saw pre-Napoleonic rulers in both Germany and Italy restored• In both Italy and Germany, nationalism was fuelled by the impact of the influence of Austria. The Austrian Chancellor oversaw the 'Metternich System', which attempted to stifle the emergence of radical political ideas• Italian nationalists gained popular support from the resentment created by the direct rule of Austria over Lombardy and Venetia agreed in 1815 and the desire to be rid of foreign occupation• Many who believed that the restored Italian rulers and the reconstituted German Confederation had reneged on promised constitutional reforms began to look to nationalism to provide a new political landscape• In Germany, popular resentment of post-1815 reactionary government was manifested in demonstrations, e.g. Wartburg (1817), Hambach (1832), and the deployment of black, red and gold as the national colours• German nationalism was bolstered by resentment of territorial decisions made in 1815, e.g. Holstein being ruled by Denmark, the Rhine border with France. In 1840, nationalism underpinned the Rhine crisis. <p>Arguments and evidence that the development of Italian and German nationalism in the years 1815-48 was mainly due to other factors should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• Economic developments across Germany and the north of Italy led to calls for greater freedom of trade between states and promoted the economic efficacy of unity. The Prussian <i>Zollverein</i> was established in 1834• Nationalism often attracted middle-class supporters who had the wealth and often municipal political influence to further the cause• Cultural influences highlighted the unity of the Italian peninsula and the German states. In Italy, in particular, <i>Il Risorgimento</i> was underpinned by the desire to renew the 'greatness' of an Italian past• In both Italy and Germany, nationalist ideas became more accessible to a wider number of people, as railways began to spread and popular artists, musicians and writers began to produce works with nationalist sentiments• Italian nationalism was influenced by a number of political writers all of whom attracted support for different political outcomes, e.g. republicanism, a federalist Papacy, unification under the rule of Piedmont• <i>Kleindeutsch</i> nationalism was given a boost by aspects of the 1815 peace settlement, e.g. Prussia's geographical spread from east to west led to the growth of Prussian railways. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on whether Garibaldi was the most significant individual in the process of Italian unification in the years 1859-70.</p> <p>Arguments and evidence that Garibaldi was the most significant individual in the process of Italian unification in the years 1859-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Garibaldi led a successful volunteer force in the name of Victor Emmanuel II of Piedmont in the Second War of Independence. This influenced many nationalists to see unification under Piedmont as a legitimate course • Garibaldi's expedition to aid the revolt in Sicily against Bourbon control was undertaken despite Cavour's disapproval and in the name of Victor Emmanuel II • Garibaldi's conquest of the mainland south brought popular acclaim throughout Italy and made him a hero in the eyes of nationalists • Garibaldi's decision to march on Rome forced Cavour to intervene further into central Italy by sending troops south to prevent potential war with France • It was Garibaldi who initiated the creation of the Kingdom of Italy in 1861 by his decision to hand over his southern conquests to Victor Emmanuel II at Teano in October 1860 • Garibaldi's continued interest in regaining <i>irredenta</i> lands, despite his retirement, forced the new Italian Kingdom into actions that resulted in Venetia being ceded to Italy and Rome becoming its capital. <p>Arguments and evidence that Garibaldi was not the most significant individual in the process of Italian unification in the years 1859-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cavour's diplomacy was responsible for the conditions that led to the Second Italian War of Independence and the accession of Lombardy by Piedmont • Cavour's political manoeuvrings in the plebiscites of 1860 brought central Italy under the control of Piedmont and his decision to send troops to the south prevented Garibaldi from taking Rome • Victor Emmanuel II provided the symbolic leadership for a united Italy at the outbreak of war in 1859 and in Garibaldi's expedition of 1860. It was Victor Emmanuel to whom Garibaldi 'gave' the south at Teano • Victor Emmanuel II led the Kingdom of Italy in its pursuit of retaking control of the <i>irredenta</i> regions of Venetia in 1866 and Rome in 1870 • Napoleon III was instrumental in the outbreak of war in 1859 and the agreement at Villafranca that brought it to an end. Napoleon determined the presence of the French garrison in Rome until fully withdrawn in 1870 • Garibaldi's actions were often in reaction to the decisions of others and, ultimately, he passed control of a united Italy to Victor Emmanuel. Later attempts to regain Rome ended in disaster. <p>Other relevant material must be credited.</p>