

APPROACHING THE TEACHING OF UNIT 1

- » Unit 1 has several very important characteristics:
 - it covers a lengthy period of History as it fulfils the national criteria that History has to be studied in breadth at both AS and A level
 - it focuses entirely on assessing understanding of key historical concepts as laid down in Assessment Objective 1
 - its focus is on skills rather than on content and facts
- » It is stressed that all the content in each option has to be taught, although it is equally stressed that the content does not have to be taught in depth.

ADVICE ON APPROACHING THE CONTENT OF UNIT 1 PERIOD STUDY 7

In order to manage the content of Period Study 7 it is recommended that teachers look to use a general overview of important individuals, events, terms, and dates that are essential to understanding each topic or issue. It is vital to stress that the Period Study should be looked at as a whole and where appropriate, links and connections should be made between and across features and characteristics.

One possible way of managing the content of this option is to approach each main topic through discussion. Beginning and ending the study of each topic or issue with discussions or debates helps to focus attention on significant features associated with the topic or issue. This should help learners focus their attention on what matters most in the period studied.

Teachers should make use of the range of suggested discussions as a means of organising their approach to the content of the specification but should not assume or expect that examination questions will be set directly or solely based on any of the discussions suggested below.

The content of Period Study 7 can be managed by engaging in a series of discussions or debates. Suggestions include:

- Outline the main forms of government in Europe in 1780
- Analyse the effectiveness of the attempts at international co-operation in Europe from 1815-1856
- Discuss why there were revolutions in Europe between 1830 and 1848
- Discuss the effect of the Eastern Question on relations between the Great Powers between 1780-1856
- Debate the main reasons why Italy had become a country by 1871
- Debate the main reasons why Germany had become a country by 1871
- Analyse the main problems faced by the government of France from 1848-1871
- Debate the success of the Russian Tsars in dealing with the challenges they faced 1825-1881

ACTIVITY 1: USING ILLUSTRATIONS TO DISCUSS CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

In order to introduce and debate some of the suggested discussions in this option it is possible to use illustrations to introduce or develop understanding of some of the issues. Most of the specified content covered in this option can be introduced, developed, debated or reviewed using illustrations. These can be cartoons, paintings, prints or maps. Below is an example which focuses on discussing the concept of **similarity and difference**.

The maps below show the political make-up of Europe in the 1780s and again in the 1870s. Use the maps to begin a discussion of what was similar and what was different in Europe between these dates. Discuss why these changes occurred in Europe.



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ACTIVITY 2: RAG-rate the key features and characteristics

ADVICE ON THE USE OF THIS ACTIVITY

For each of the suggested discussions given above, learners should be able to analyse and evaluate a range of features and characteristics associated with each one. For example, these can be considered for their importance or significance in each issue. To start this process, learners could use three coloured highlighters to put a Red, Amber or Green star next to each feature.

Red: Features that have little relevance to the enquiry

Amber: Features that have some relevance to the enquiry

Green: Features which are directly relevant to the enquiry.

Related activities would be to use coloured highlighters to identify these features and characteristics in relation to:

Time – are they long term or short term factors?

Perspective – are they political, economic, social, individual factors or a combination of these?

Here is an example of a suggested discussion:

Debate the main reasons why Germany had become a country by 1871

Rag-rate the following features and characteristics associated with this discussion:

- The leadership of Bismarck
- The role of Napoleon III and France
- The influence of Austria
- The economic growth of Prussia
- The influence of Moltke and von Roon
- Successful military campaigns
- The support of Frederick William
- The growth of German nationalism

- The legacy of the 1848 revolutions
- The growth of the Zollverein after 1834

Now repeat the activity for any three of the other suggested discussions on page 2.

ACTIVITY 3: MOVING FROM ASSERTION TO ARGUMENT

ADVICE ON THE USE OF THIS ACTIVITY

Activity 2 can be followed up by one which asks the learners to justify their RAG-rating decisions. This will help in understanding the difference between assertion and argument.

Assertion: a statement or an opinion which is not supported by a reason or further detail.

Argument: an assertion justified with a reason or further detail which explains or justifies something and counters other arguments.

In order to help move from assertion to argument, read the example question below and then add support to each of the assertions to turn it into an argument.

'The main problem faced by France in the period 1848-1871 was in foreign affairs.' Discuss.

A1: France had many problems in foreign policy in this period which out-weighed any other problems.

Provide support for this assertion

A2: Another issue to consider is that the main problem faced by France was connected with the personality of Napoleon III.

Provide support for this assertion

A3: It can be argued that France's real problems were more long-term and connected with the impact of industrialization on French society.

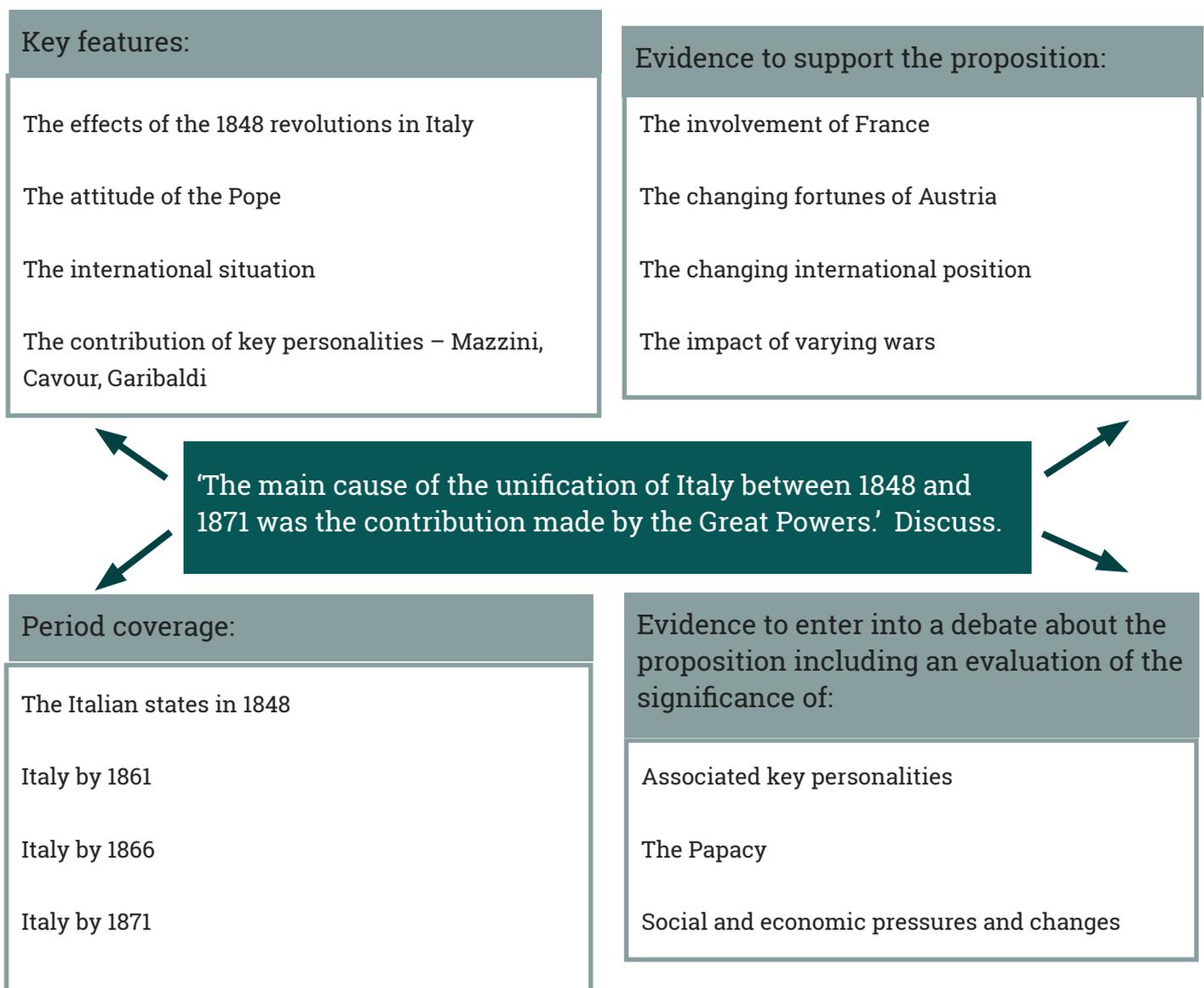
Provide support for this assertion

ACTIVITY 4: DEVELOPING A REASONED ARGUMENT

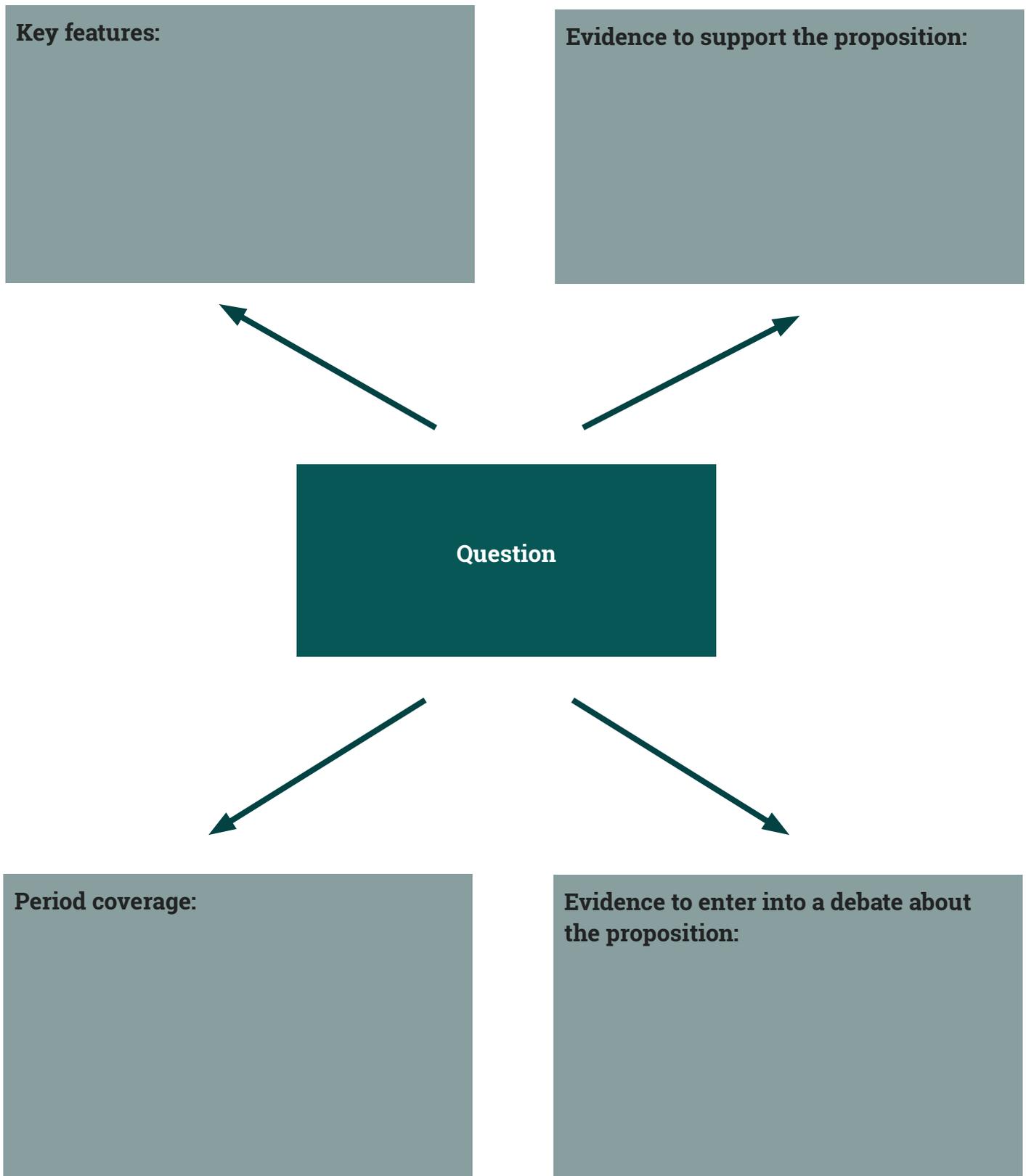
ADVICE ON THE USE OF THIS ACTIVITY

In considering the key historical concepts which underpin this option, it is expected that learners will demonstrate the ability to analyse the issues, evaluate their importance and be able to provide a substantiated judgement supported by appropriate information over the period set. This can often be done in conjunction with the suggested discussions approach as seen on page 2 of this document. Each of the examples of the suggested discussions identified can be used to address specific historical concepts and also to assist learners to develop a reasoned argument.

Here are some examples of how teachers and learners can approach the development of a reasoned argument in answer to a set question:



Using the example above, **complete the diagram that follows** for two more questions that have appeared on past examination papers for this option.



ACTIVITY 5: LINKING CONTENT WITH KEY CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. When responding to their assignments, learners often fail to focus on the key concepts in their responses, instead deploying information in a narrative or listing style.

It is important that learners understand that the content in Period Study 7 is linked with the key historical concepts which underpin AO1. These key concepts are shown below with examples of how the content of this option can be utilised to illustrate these particular concepts.

Look at the specification that you are studying for Period Study 7. **Identify two more features of the content of the specification that can illustrate each key concept.**

Remember that the specified content can be used to illustrate more than one concept if appropriate.

Key concepts	Examples of content to illustrate these concepts	
Cause and consequence	1	The main causes of German unification 1848-1871
	2	
	3	
Change and continuity	1	The changing role of the Great Powers in the unification of Italy 1815-1871
	2	
	3	
Similarity and difference	1	The extent to which the lives of peasants in Russia had changed by 1881
	2	
	3	
Significance and importance	1	The significance of the foreign policy of Napoleon III.
	2	
	3	

ACTIVITY 6: SPOTTING HISTORICAL CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

All the questions set for Unit 1 will expect you to engage with a debate over an historical concept. To do this effectively you should become skilled at spotting the concept and the evaluation that the question requires.

Can you identify the key concept from the sample questions below? This first one is completed and identified in **bold**.

- How far was Italian unification **mainly achieved** as a result of foreign intervention in the period 1848-1870?
- How far do you agree that Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870?
- How effectively did Tsar Nicholas I deal with the problems that he faced in Russia between 1825 and 1855?
- 'Germany was unified more by war than by industry between 1834 and 1871.' Discuss.
- How far had the Eastern Question been tackled effectively between 1815-1856?
- To what extent did the Congress System have the most significant influence on relations between the Great Powers in the period 1780-1848?

You can also use the WJEC Question Bank facility to practice spotting the key concepts in a range of other past questions. This is available at:

<http://www.wjec.co.uk/question-bank/index.html>

ACTIVITY 7: SETTING APPROPRIATE CONCEPTUAL QUESTIONS

ADVICE ON THE USE OF THIS ACTIVITY

In order to understand the broader nature of Unit 1 it is important that teachers and learners become familiar with how conceptual questions are formed, how they can be phrased and how they can be adapted according to what area of the Period Study is being taught. The following advice is offered:

- the question should be on a **mainstream issue** which is named or closely linked to the detail in the specification. Try not to set questions on minor or inconsequential areas of the specification
- there has to be **sufficient substance** to the main issue set that it promotes a lively debate of the topic studied. Do not set an issue that the learners can easily dismiss
- the question set should cover a **substantial period of time**
- the question should allow learners to **sustain an argument** throughout the answer
- the question should allow learners to show accurate **understanding of the relevant historical concept** in the question
- the question should include a **key word or words** which will allow learners to form a balanced judgement e.g. *'The Eastern Question was the main influence on relations between the Great Powers 1780-1856.'* Discuss.

A suggested way of approaching this aspect of learning is to use the following checklist when tasks and questions are set to learners.

Does the question set....	YES	NO
highlight a mainstream issue?		
allow a debate to be engaged with?		
cover a substantial period of time?		
focus on a key historical concept?		
include an evaluative word?		

Try and set your own conceptual questions on the content of Period Study 7. Can you set appropriate conceptual questions on the following content areas?

- The causes of revolution in Europe between 1830 and 1848
- The reasons for the growth of opposition in Russia 1825-1881
- A comparison of the roles played by France and Austria in the unification of Germany and Italy 1815-1871
- The importance of the reforms of Alexander II 1855-1881
- The extent to which Italy changed between 1815 and 1871

Once you have done this, try and rag-rate the key features associated with your questions.

ACTIVITY 8: EVALUATING ESSAY STYLE WORK

Here are two examples of answers to Unit 1 questions set in the 2017 examinations.

- Can you apply the checklist on page 11 to these essays?
- Consider the strengths and limitations of each essay.
- Consider how each one could be improved and what advice you could give to the learner who wrote it.

Exemplar 1

'The growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881.' Discuss.

The growth of political opposition was a huge challenge that Russian Tsars faced during 1825 to 1881. The repression to prevent opposition in Nicholas' reign held Russia back 30 years while the act of liberalising during Alexander II's reign brought the want for further reform and the rise of radical movements. Both responses brought an increase in opposition and the desire to remove the Tsar.

The Decembrist Revolt in 1825 was arguably the start of the political opposition and was a massive challenge Nicholas faced. Some say that it was here that radical movements and the fall of Tsarism developed. However they weren't truly political opposition as they simply wanted the relaxation of the autocracy. They never wanted to remove the Tsar. The Tsar responded with extreme repression with 31 outspoken members being exiled. These acts of repression held back Russia and isolated them from the west. The suffocating repression of Nicholas stems back to this revolt making the political opposition the main challenge as the way it was handled was the cause of Russia's other problems.

Alexander II also had a dramatic increase in political opposition. He hoped a more liberal approach would be better releasing 1800 opposition members in 1858. This goodwill gesture ultimately backfired as he was assassinated by a political opposition group. This highlighted the fact that political opposition and the way it was handled was the main challenge faced by both Tsars. However, if Nicholas had made some reforms instead of his total autocracy when Alexander II liberalised he wouldn't have had such an outpouring of demands for further reform.

The Polish revolt in 1863 demonstrated how political opposition was the main challenge as it was here that the usual tight grip of Russia was rumbled. This act was the first that saw an uprising in Russia making opposition the main issue and the possibility that his autocracy could be called into question. However this revolt was quickly put down and Poland could be argued to be outside of Russia making the actions here not the main issue. Although it could be argued to never have been a main issue even back in 1825 or when Alexander released the opposition as by 1864 250,560 people had been arrested only 5% of which were deemed political opposition making it seemingly not a main issue as there weren't that many to begin with. However this may just prove that it was an issue but the effectiveness of Russia's autocracy didn't allow it to develop into a main challenge.

Russia also faced the challenge of serfdom. 90% of the population was affected by this making it the main challenge as such a large proportion of the population was involved. However, this was resolved to some extent in 1861 with the serf edict therefore suggesting it wasn't an on-going challenge. Although it wasn't truly resolved as it simply made peasants owned by the mir instead of landowners. It was a main issue as it prevented modernisation and even in 1861 when it was supposedly resolved modernisation wasn't booming. This was

because the peasants could move until land debt was paid off and passports had to be used. Although in 1864 there were 14,000 factories and pig iron went up to 300,000 tons. Even though Russia wasn't on the same scale as other countries like Britain their solution to the serfs allowed them to modernise making it not a main challenge. However the solution that Alexander II implemented left both the serfs and landowners feeling cheated causing an increase in political opposition again making political opposition a main issue as it is on the increase.

In conclusion I think political opposition was a main challenge faced by the Russian Tsars as the approach both of leaders led to a rise of opposition whether it was noticeable like in Alexander's reign or simply underground like in Nicholas I. Either way their actions resulted in a rise and a main challenge throughout both reigns with it ultimately being political opposition that brought down Alexander II and Tsarism.

Exemplar 2

How far was Italian unification mainly achieved as a result of foreign intervention in the period 1848-1870?

To a great extent I think that Italian unification was mainly achieved as a result of foreign intervention because with the help of France in 1859 Italy was able to become partly unified. Also later war between France and Prussia led to the Kingdom of Italy becoming entirely unified. However, it cannot have been mainly achieved by foreign intervention because the southern states were united by an internal factor – Garibaldi.

In 1848 there were revolutions throughout Italy. These were caused by nationalist desires and an apparently liberal Pope. So it could be said that Italian unification was mainly achieved as a result of an outpouring of nationalism. However the 1848 revolutions and romantic views on unification cannot have been mainly responsible for the unification of Italy because there was no progress made as a result. 1848 signalled a turning point in Italy as people realised the desire for unification was not enough. In fact it is this realisation that could have mainly achieved unification because general progress was not made until afterward. However, the foreign intervention of Napoleon III in the protection of the Pope may have awakened the Italian nationalists, meaning that Italian unification was mainly achieved entirely by foreign intervention.

The unification of Italy was mainly achieved as a result of foreign intervention in the period 1848-1870 because the war between Piedmont and Austria is indebted to help given by Napoleon III of France. He provided Piedmont with 200,000 troops against Austria in 1859. These troops helped Piedmont in overcoming a main barrier to Italian unification, showing that Italian unification was to a great extent achieved as a result of foreign intervention. However it was Cavour who developed good relations with Napoleon III in the Crimean War of 1854-56 meaning that any foreign intervention from Napoleon was mainly achieved as a result of Cavour's diplomatic skills. Cavour manipulated the international situation to suit the desires of a unified Italy and so without doubt the unification of Italy was mainly achieved as a result of Cavour who nurtured the foreign intervention to result in a united Italy.

Historians question whether or not the aim of Cavour was unification. Instead they believe that he was after an extended Piedmont. So perhaps the unification of Italy was mainly achieved as a result of the desire and growth in the power of Piedmont. Piedmont underwent great modernisation and industrialisation in the 1850s and naturally took the leading role of unification after the war with Austria in 1848. The idea that unification was mainly achieved as a result of Piedmontese expansion cannot be applicable because Cavour only achieved half of unification using his political skills as the southern states were unified by Garibaldi in 1860. He led a conquest from Sicily up through Naples to eventually unify the south. However this alone could not have achieved the unification of Italy because it was in fact protected by the international situation. Britain sent a gunboat to protect Garibaldi from interception by enemies showing that foreign intervention achieved

the success of internal intervention of Garibaldi's conquest.

Regardless of the war between Piedmont and Austria in 1859, it was the Peace of Villafranca that led to the northern states wishing to join with Piedmont. Also it was with the interference of Austria and France that plebiscites were arranged amongst the central states such as Modena. These plebiscites are what mainly achieved the start of the unification as a whole, leading on to the idea that foreign intervention is what mainly achieved the unification of Italy.

There are many factors such as Cavour that greatly achieved and organised the intervention of foreign help. Although it is the foreign intervention alone that is held responsible for the final unification of Italy after 1860. French troops were removed from Rome in 1870 which is mainly responsible for the Italian kingdom being able to invade Rome and complete the final unification of Italy. Venetia too was added as a result of foreign diplomacy from France.

I think that the unification of Italy, at least not all of it, cannot have been mainly achieved as a result of foreign intervention because Italian unification had many factors and figures such as Cavour, Garibaldi and Victor Emmanuel that helped achieve unification. However regardless of the skill and contribution of internal affairs, the international situation assisted Italian unification up to 1860 and then returned to further advance it in the late 60s and 70s. The unification of Italy was therefore achieved as a result of foreign policy alone after 1860 as before Cavour had too tight a hold on foreign intervention.