

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F	E2/F2 The Unification of Germany, 1848–90	General Advice for Unit 1
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General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, analytical essay that comes to a judgement as to extent, significance, importance etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one High Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a High Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked.** Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

How far do you agree that the Great Depression was the main reason for the increased support for the Nazi Party in the years 1929-1933?

Use this to help you plan your answer.

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- 2. Write a brief introduction.** You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and outline what your answer is going to be.
- 3. Discuss the given factor or named event/individual/idea directly.** An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.
- 4. Begin each paragraph by making a point which helps to answer the question.** Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.
- 5. You must come to a judgement in your conclusion.** To gain a High Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible etc. the given factor is, e.g. the Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

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Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *explain historical explanations and reach a judgment*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on the process of German unification (how it happened) and the extent to which this was driven by (moved on by) economic factors in the years 1850–71 – from the year Austria regained political supremacy of a loose German confederation of states after the 1848 Revolutions to the year in which Prussia became the main state in a newly unified German Empire.

Exemplar Question

To what extent did economic factors drive the process of unification in the years 1850–71?

(30 marks)

Planning your response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

- 1) Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
- 2) Make a list of 5-8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.
- 3) If you feel you have enough time, you could develop the links between points

or jot down some evidence that you might use in support.

Plan

Did economic factors drive process of unification? If so, then to what extent, if not then what did?

Brief answer: No, economic factors did not drive the process but industrialisation, railways and *Zollverein* were an important element in strengthening Prussia. The growing strength of Prussia across the period and the role of Bismarck from 1862 were the driving forces.

Economics

- Industrialisation – wealth and power among German states – armed forces
- Railways – wealth, trade, unity, armed forces
- *Zollverein* – union, wealth, Austrian exclusion

Other factors

- Prussian strength – political, economic, military and social development – Austrian weakness
- Bismarck – laying foundations
- Diplomacy and war – Austrian isolation – wars with Denmark, Austria (North German Confederation), France (German Empire)

Examiner's Exemplar Answer 1

Economic factors were important in the process of unification in the years 1850–71. The industrial development of Prussia and the growth of the Zollverein helped promote unity but there were other factors involved in the process as well (1).

The economic development of Prussia was important in the unification process because Prussia was able to use its industrial strength to defeat Austria (2). In the 1850s Prussian industry expanded, making Prussia wealthy and providing the materials for weapons and supplies for the reformed Prussian army. Prussia also invested in a growing railway system. Austria was more agricultural than Prussia and had less communications. When Austria and Prussia went to war in 1866 Austria was defeated within six weeks (3).

The *Zollverein* or German Customs Union also played a part in the unification process (4). The *Zollverein* had been established in 1834 between Prussia and other German states to allow freer trade between them. However, it did not include the Austrian Empire. The *Zollverein* forced German states to work more closely together and during the 1850s and 1860s Prussia used it to exclude Austria from German affairs and make

(1) This is a typical Level 3 and low Level 4 introduction. It shows an understanding of the question with reference to specific economic developments and implies that there will be some analysis by referring to other factors.

(2) Using economic factors to make a point rather than a statement.

(3) Supporting material which is relevant but is implicit rather than explicit in explanation.

(4) Offers a different economic factor.

treaties with other countries. The Zollverein was a good example of Prussia bringing German states together without Austria (5).

However, although economic factors were important for the process of unification, there were other factors as well (6). One of these was the growth of German nationalism (7). The Frankfurt Parliament during the 1848 revolutions had shown that it might be possible to join the German states together politically. However, when the revolutions were put down the German nationalists had weakened. At the end of the 1850s and during the 1860s many nationalists began to support Prussia as a possible future leader of a united Germany, particularly after the defeat of Austria in 1866 (8).

Another factor was Bismarck (9). Bismarck was appointed in 1862 and was responsible for Prussia leading the process of unification. Bismarck was able to bring leadership to Prussia and to get the budget to reform the Prussian army. He was able to use the economic strength of Prussia to equip the army and transport them in time of war (10). He used his diplomatic skills to isolate Austria and took advantage of events such as the Danish claim to Schleswig-Holstein and the Ems Telegram to help the unification process (11).

It was the wars that Prussia became involved in that finally led to unification (12). In 1864 the war with Denmark over Schleswig-Holstein led to the Gastein Convention, which divided the two states between Prussia and Austria. In 1866 Bismarck engineered a war with Austria over the Convention in which the north German states were invaded and Austria was defeated. At the Treaty of Prague Austria agreed that Prussia had the right to annex northern Germany. This led to the creation of the North German Confederation with only the south German states not included (13).

After this Bismarck used the Hohenzollern Candidature and the Ems Telegram to provoke a war with France in 1870 (14). Prussia had military alliances with the southern German states and they joined the war. After the French defeat at the battle of Sedan the southern German states agreed to unite with the North German Confederation. The king of Prussia was crowned Emperor of Germany (15) at Versailles in January 1871.

So economic factors were important in the process of unification (16). They laid foundations for Prussia to take the lead in the process by making Prussia strong and by showing how German states could work together

(5) Once again, relevant supporting material which is attempting to highlight importance.

(6) This shows some organisation by moving on to other factors with reference to the given factor but it does not seem to be acknowledging the key concept of 'driving force' found in the essay title.

(7) Another factor is suggested.

(8) Supporting evidence is relevant but a little generalised.

(9) A further factor is developed.

(10) Sufficient supporting evidence with links to economic factors.

(11) Although this mentions the events in chronological order it does not give dates to establish the time covered here.

(12) This implies that this factor may be more important than others discussed.

(13) Evidence used to link war with events.

(14) Whereas there was succinct evidence and linkage in the previous paragraph, this is essentially narrative.

(15) This is an inaccuracy

in the *Zollverein* (17). But there were other factors as well and it was the work of Bismarck after 1862 that was the real driving force (18).

Examiner's Assessment

This is a typical low Level 4 answer. It is more than attempting analysis and does show an understanding of the key issues. The conclusion makes it clear that, although not directly stated, the candidate believes that they have been discussing the factors in relation to being a 'driving force' through references to importance. The response addresses with sufficient but not detailed supporting evidence a variety of factors. There are some links which imply that economic factors were integrated with other factors. It is clear that the response shows understanding of the key issues. Most of the paragraphs are explanatory, with only one being wholly descriptive. The essay is organised to show explanation and does come to a brief judgement.

Examiner's Exemplar Answer 2

During the years 1850–1871 Germany was unified through Prussian leadership and from 1862 by a series of wars which created an Empire of German-speaking states excluding Austria. Economic factors were not the driving force behind this process but played a very important part in laying the foundation stones for Prussian strength which Bismarck would use from 1862 to drive the German states to a Kleindeutschland unification (19).

Economic factors were very important in establishing Prussia as the dominant German state by 1866 (20). After the capitulation at Olmutz in 1850 it appeared that Austria had re-established control over the German states, but over the next decade Prussia developed the means to challenge Austria. Prussia had the raw materials, the geography and the willingness to develop into a modern industrial state compared to the agricultural, backward and isolated Austrian Empire. The iron and manufacturing industries flourished, urbanisation followed and the Prussian state was able to weather better the economic downturn in the late 1850s (21). This, combined with the willingness of the conservative state to invest in the development of the railway system across German territory, meant by the 1860s Prussia was the economically dominant state;

which the candidate should be aware of – the king was crowned German Emperor.

(16) In the conclusion the response returns to the given factor in the question.

(17) The role of economic factors is reiterated.

(18) For the first time the response refers to the key phrase 'driving force'. This implies that the candidate believes that they argued that Bismarck was the key factor.

(19) A focused introduction which directly relates to the question and provides the outline argument for the answer. The process of unification is identified. The role of economic factors is discussed and linked to the factor that the candidate believes was the driving force. Potential for high Level 4 or possible Level 5.

(20) Key factor is addressed immediately.

(21) Depth of supporting evidence which is secure, relevant and appropriate, showing that it does not require minute detail about the economy.

Austria lacked everything that Prussia had (21).

The most important aspect of this for the process of unification was the consequence that this had on Prussia's military power. The process of unification was achieved through Bismarck's willingness to take Prussia to war and Prussia's economic strength was behind the military might (22). When Prussia defeated Austria in 1866 and France in 1870 it was the Prussian economy which provided the well-equipped, technologically advanced, railway-transported army.

Added to this was the increased German unity brought about by Prussia's control of the *Zollverein* or German Customs Union which enabled freer trade between German states (23). Despite Austria's re-assertion of political control in 1850, Prussia managed to maintain control of the *Zollverein* and prevent all attempts to bring the Austrian Empire into the union between 1851 and 1866. The *Zollverein* was an example of how German states could work together under Prussian leadership and a series of commercial treaties were made with other states such as Belgium and France. When Austria agreed to the creation of a North German Confederation under Prussian control at the Treaty of Prague (1866) the foundation had already been laid (23).

However, one of the reasons why economic factors may not be seen as the driving force is that the *Zollverein* did not necessarily lead to German political unity (24). The *Zollverein* had existed parallel to the Austrian-dominated political situation in Germany since 1834 and, although there might be more uniformity in customs duties, there would still be different currencies, weights and measures etc. Even after 1866 the southern German states were willing to take part in a *Zollverein* parliament but were reluctant to become part of a political unification. There were other factors that combined with the economy to make Prussia strong and it would take the emergence of Bismarck after 1862 to drive the process of unification.

Prussia became economically stronger throughout the 1850s but without political stability, military power and favourable international circumstances it was unlikely that economic wealth would allow Prussia to lead the unification process (25). By 1862 Prussia was becoming a more 'modern' state. There was limited constitutional government, and there had been attempts to improve social conditions in industrial areas and to create a modern army. Prussian international prestige was growing after the Crimean War and events in Italy.

(22) Reference to the argument in the introduction which suggests that the economy was strongly linked to the driving force of war.

(23) This paragraph shows the potential for unification of a different economic factor – the *Zollverein*, with developed explanation.

(24) This is a clear counter-argument, not just the suggestion of other factors – shows higher-level thinking.

(25) This follows on from the previous counter-argument with reference to the complex nature of the features required if Prussia was to challenge Austria.

However, there was growing tension between King and Parliament over taxation and the military reforms, and Prussia was not in a position to challenge Austria. It was only after the emergence of Bismarck as Minister-President in 1862 that the unification process can be said to have been driven forward (26).

Bismarck was able to create a situation which allowed Prussia to drive forward the process of unification. He himself acknowledged that this could not be done without Prussia's economic strength in his 'blood and iron' speech. However, economic factors only strengthened Prussia and weakened Austria – they did not push unification forward (27). Bismarck was able to 'solve' the constitutional crisis by ignoring Parliament but increasing nationalist enthusiasm. This in turn allowed the Prussian military to reform further. Now Bismarck could use his diplomatic skills to make Prussia an international power.

Whether Bismarck wanted to unify the German states or not, it was Bismarck's actions which drove the process by which the states were unified. Bismarck took advantage of the Danish claim to Schleswig-Holstein to go to war on equal terms with Austria against Denmark in 1864. The growing weakness of Austria in both Germany and Italy allowed him to manipulate the circumstances which led to war with and defeat of Austria within seven weeks in 1866. The consequent Treaty of Prague led to Austrian exclusion from Germany, the creation of the North German Confederation and military alliances with the south German states. Following this, growing tension with France over Luxembourg, the Hohenzollern Crisis and the Ems Telegram eventually led to the French declaration of war and French defeat at Sedan. With this emphatic defeat, the southern states agreed to the creation of a federal German Empire dominated by Prussia in 1871 (28).

Economic factors were of fundamental importance in the process of unification. Differing economic development strengthened Prussia and weakened Austria. Economic wealth enabled Prussia to defeat Austria in war in 1866. However, economic factors were only one aspect of making Prussia strong and did not necessarily lead to unity. It was the appointment of Bismarck, admittedly using 'iron' but mainly diplomacy and war, which drove the process of unification itself after 1862 (29).

Examiner's Assessment

(26) If the candidate was running out of time this paragraph could be excluded and the sentence here added to the beginning of the next paragraph. This begins to establish Bismarck as the key 'driving force'.

(27) This paragraph establishes Bismarck's role but also links his actions to economic factors.

(28) This paragraph shows that in order to establish balance there is no need to go into minute detail about Bismarck's role. It is well organised dealing succinctly with Bismarck's role between 1862 and 1871. Does not waste time on free-standing narrative.

(29) A fully focused judgement with reference to the economic factors, links to other factors, identifying the 'driving force' and dealing with the process over time.

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<p>This is a high Level 5 answer. The candidate shows a strong understanding of the various factors at work, economic, political and military, and shows how one factor interacts with others within the complicated process of German unification. The introduction is a strong one, and the conclusion does not simply repeat points made in the body of the answer. A well-controlled and focused answer with high-level communication skills.</p> <p>This answer may seem a little long but good Level 4 and Level 5 answers are generally between 750 and 1000 words – between three and five sides of writing in medium-size handwriting. Level 3 answers are generally between 500 and 750 words.</p>	
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Mark Scheme

Applying the mark scheme

When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two Mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

So it is very important that you know what Level your essay has achieved. This way you can try to improve your essays by improving your work either within a Level or by stepping up a Level.

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Level descriptors – bands

Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band

The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band

As the Level X descriptor.

High band

The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

To what extent did economic factors drive the process of unification in the years 1850–71?

(30 marks)

Target: AO1a and AO1b

Level 1	<p>Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p> <p>Specific to exemplar question A few generalised sentences about economic factors and/or the process of unification, e.g. the <i>Zollverein</i> was created in 1834; Bismarck was a master planner; Prussia was wealthy etc.</p>	(1–6)
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	It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned e.g. a question on Bismarck after 1871 which deals with the period 1862-1871.	
Level 2	<p>Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit.</p> <p><i>The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p> <p>Specific to exemplar question A few relevant paragraphs about the question or narrative without explanation. For example, a paragraph describing the economic situation in Germany, a paragraph describing the <i>Zollverein</i> and a paragraph about Bismarck.</p>	(7–12)
Level 3	<p>Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with stated factor, cannot go beyond Level 3.</p> <p><i>The writing will be largely coherent, but some passages may lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	(13–18)

	<p>Specific to exemplar question Level 3 should be considered as soon as the response attempts to analyse, i.e. the answer is organised into explanatory paragraphs or explanatory narrative. An answer could be a general narrative of the key events/issues in the unification process, e.g. the economic situation; the appointment of Bismarck; war with Denmark; war with Austria and war with France with a commentary as to significance, or it could be a series of explanatory statements about the unification process with thin or irrelevant supporting evidence. If there is no or very brief reference to economic factors, the highest mark that can be gained is 18.</p>	
Level 4	<p>Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places.</p> <p><i>The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p> <p>Specific to exemplar question If a response has clearly understood the focus of the question and most of the material is developed and relevant, then it is a Level 4 answer. The response will address economic factors with some depth of reference, e.g. industrialisation; railways; <i>Zollverein</i>; Prussia v. Austrian economy; suggesting other factors or reasons why economic factors are not the driving force. Those answers which clearly imply reference to the concept of 'driving force' through importance or a conclusion will move down from the mid-band and those which are more direct and attempt some evaluation will move up. Other factors might be Austrian weakness; Prussian military reform; the role of Bismarck, etc.</p>	(19–24)
Level 5	<p>Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an</p>	(25–30)

	<p>explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge.</p> <p><i>The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p> <p>Specific to exemplar question The response should directly refer to all or most of the key elements to the question – economic factors, driving force, process of unification and 1850–71. The answer should focus on the role of the key issue with other factors being compared in importance or giving an integrated answer clearly showing how economic factors fit in, e.g. explain how economic factors are important but showing that Bismarck was more important or explaining that unification was a complex fusion of Prussian strength, Austrian weakness and a series of events leading to unification which relied on economic underpinning and a well-equipped Prussian military force. The emphasis should be on the extent of economic factors but there should be balance. It is important at Level 5 to reach a judgement.</p>	
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A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

- 1) Write in well organised **paragraphs**. An essay is a series of organised paragraphs each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing. Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are far too long and should be split up.

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- 2) Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.
- 3) Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8' etc – even though you may communicate informally this way all the time.
- 4) Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

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Chronology: Key Events in *The Unification of Germany, 1848-90*

Timelines are an excellent tool for historians. They help to establish chronology, historical patterns and change over time. However, timelines are also fluid. They can be added to, shortened and edited to suit the purpose of the user. When you are provided with a timeline in a textbook or on a site such as this, don't just accept it as it is – check it to make sure the information is correct, highlight the most important dates for the purposes you are using it for, annotate it, add information that you think should be there etc.

Use this timeline to plan for an essay, to revise, or as a skeleton from which to build on your knowledge.

In January 1848 the area referred to as Germany was a loose confederation of 39 separate states; the two most powerful being Austrian and Prussia. This confederacy was nominally controlled politically by the Holy Roman Emperor (HRE) – traditionally the Habsburg ruler of Austria.

1. Revolution, counter-revolution and restoration, 1848–51

Date	Outbreak in Europe	Austrian Empire	Prussia	Other states	Frankfurt Assembly
January 1848	Sicilian revolt				
February	Second Republic - France				
March	Challenges to the authority of HRE - Denmark occupies Schleswig-Holstein; general unrest in Bohemia, Hungary and Poland	Mass demos and riots in Vienna Metternich resigns War with Piedmont Hungary demands the March Laws	Frederick William shows restraint in the face of violence in Berlin; withdrawal of army; appoints liberal ministry	Ludwig of Bavaria abdicates for Maximilian – constituent assembly; Baden – feudal obligations; Wurttemberg some concessions	Vorparlament Heidelberg; Declaration of Heidelberg; monarchs reluctantly agree to a nationally elected assembly
April		Emperor grants freedom of press; constitution for German-speaking areas; effectively accepts independent Hungarian state			
May		Emperor grants elected constituent assembly and National Guard			First meeting of assembly at St Paul's Church, Frankfurt; elected representatives
June	'June Days' uprising in Paris	Pan-Slav Congress in Prague; renewed violence in Prague; Windischgratz bombards Prague	Prussian army suppresses Poles		Von Gagern claims executive power; Assembly offers leadership to Habsburg Archduke John (refused)

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July		Constituent Assembly meets in Vienna	Prussian assembly attacks on Junker class		
August		Demonstrations broken up by National Guard	Armistice war with Denmark		
September		Assembly abolishes feudal rights and noble rights; attempt to reconquer Hungary in the south is a failure			Unrest in Frankfurt, Baden, Hesse-Cassel and Saxony – requires Austrian and Prussian troops to quell
October		Declares war on Hungarian rebels; Windischgratz and Jellacic re-occupy Vienna; assembly exiled to Moravia			
November		New conservative government led by Schwarzenberg			
December		Franz Joseph becomes new Emperor after abdication of uncle	Dismisses Liberal ministers and troops back to Berlin		
January 1849					
March		'Kremsier Constitution' dissolves Constituent Assembly; direct government of Empire re-established; Piedmont defeated			Assembly offers German Crown to Frederick William of Prussia
April		Windischgratz defeated in	Frederick William		Frederick William refuses

		Hungary; Hungarian republic proclaimed	refuses German Crown		German Crown; leads to withdrawal of Prussian and Austrian representatives
June					Now exiled to Stuttgart – dispersed by Prussian troops
August		Hungarian rebels surrender to Austrian and Russian troops at Vilagos (official annulment of Hungarian constitution not until 1851)			

With the revolution effectively ended what to do about political control of 'Germany'?

Date	Month	Event
1850	March	Union of Erfurt – Prussian-proposed union of German states under Prussian presidency with Prussian army – Austria only as part of a wider union – Austria wants return to the German Confederation 1848
	Autumn	Constitutional conflict in Hesse-Cassel required outside intervention – ruler chose Austrian influence through the German Confederation over Prussian influence
1850	November	Capitulation of Olmutz – agreement to reconstitute the German Confederation – Prussia supports Austrian presidency (excluding non-German-speaking areas of Austrian Empire)

2. The changing balance of power, 1851–62

(You could divide this timeline into themes – military, economic, diplomacy.)

Date	Month	Event
1851		German Confederation rejects proposal to include non-German-speaking Austrian Empire
		Austrian minister von Bach proposes a Mitteleuropa economic union between the <i>Zollverein</i> /German Customs Union (created 1834) and the Austrian Empire – rejected by the <i>Zollverein</i> states
		<i>Zollverein</i> agreements with Piedmont-Sardinia and Holland

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1852		<i>Zollverein</i> agreement with Belgium
1853	February	Commercial treaty between Prussia (acting on behalf of <i>Zollverein</i>) and Austria
1854		Crimean War (1854-56) – both Prussia and Austria remain 'neutral' but this diplomatic decision appears to weaken Austria and strengthen Prussia
1857		Von Moltke appointed military Chief of Staff in Prussia
		Beginning of Prussian military reforms which over the next decade will see the creation of a standing and reserve army transported by railway (in 1847 Prussia constructed state-owned railway) and armed with the latest technology
		Beginning of an economic depression – accessible industrial Prussian territory more able to deal with situation than agricultural and less accessible Austrian Empire
1858	October	Frederick William of Prussia suffers mental breakdown; brother William becomes regent
1859		Italian War – Austria defeated (July); Prussia delays mobilisation in aid of Austria but mounts a joint defence of the Rhine frontier with southern German states against France
		Resurgence of nationalist ideas – formation of <i>Nationalverein</i> (National Association) which, although banned, looked to Prussia for future German leadership
		General von Roon's attempt to introduce further military reforms leads to political instability between Prussian king and government and the <i>Landtag</i>
1860		Prince William, Prussian regent, becomes king
	June	Visit of Napoleon III to Baden-Baden brings German states threatened on French border together
1862	January	Liberal <i>Fortschrittspartei</i> (Progress Party) emerges in the <i>Landtag</i>
		Army reform dispute results in <i>Landtag</i> refusal to pass the national budget
		Otto von Bismarck appointed Minister-President of Prussia – 'blood and iron' speech to <i>Landtag</i>
	October	After an attempt to find compromise, Bismarck uses constitutional 'loophole' to adjourn <i>Landtag</i> and collect national budget to fund reforms.
		<i>Zollverein</i> agreement with France – in theory in breach of agreements with Austria but German states reject alternative Austrian proposals

3. Process of German unification – 1862–71

Date	Month	Event
1862		(see above)
1863	February	Alvensleben Convention with Russia – Prussian response to Polish Revolt – viewed as favourable in comparison to relations with Austria
	August	Austrian Emperor summons Assembly of Princes to discuss reform of the German Confederation – Prussia rejects reforms
		New Danish monarch – Christian IX – reasserts claim to Schleswig-Holstein – incorporates Schleswig into Denmark
1864	January	Joint Austrian and Prussian action against Denmark over Schleswig-Holstein
	October	Peace treaty concluded at Vienna – Denmark renounces claims – joint administration agreed
1865		Final attempts to accommodate the Austrian Empire in the <i>Zollverein</i> fails
	August	Convention of Gastein - formal division – Schleswig to Prussia and Holstein to Austria
	October – November	Bismarck meets Napoleon III at Biarritz and St Cloud – French neutrality apparently guaranteed in Austro-Prussian conflict
	December	<i>Zollverein</i> agreement with Italy
1866	April	Military alliance of Prussia and Italy – Italy agrees to fight with Prussia against Austria in return for Venetia within three months
	May	Austria agrees to concede Prussian supremacy in northern Germany but retains Venetia – Bismarck rejects the concession
	June	Prussian invasion of Holstein – war with Austria and Saxony, Hanover, Bavaria, Wurtemberg, Baden, Hesse-Darmstadt, Hesse-Cassel and Nassau
	July	Battle of Sadowa (3rd) – Austrian defeat – armistice by end of July
	August	Treaty of Prague (23rd) – Prussia gains right to annex north German states
	August	Bismarck negotiates series of military alliances with southern states and soon after establishes a Customs Parliament for the <i>Zollverein</i>
		Act of Indemnity – Bismarck admitted and pardoned for illegal actions in government of Prussia – Progress Party splits and National Liberals formed
1867		Creation of North German Confederation (Prussia, Hanover, Hesse-Cassel, Nassau, Frankfurt and Schleswig-Holstein) with North German Parliament
	May	London Conference guarantees neutrality of Luxembourg and withdrawal of Prussian garrison in response to 'Luxembourg Crisis'
		<i>Ausgleich</i> Compromise – Austria agrees to recognise Hungary as a separate constitutional monarchy

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1868	September	Bourbon monarchy overthrown in Spain – crown vacant
1869		Hohenzollern Candidature – Prussian prince Leopold takes up candidature for vacant Spanish throne – not official Prussian policy
1870	June	Prussian king gives permission for candidature with reservations about French reactions
	July	Spanish parliament delays announcement; French ambassador becomes aware of decision; meeting between Prussian king and French ambassador at Bad Ems; Bismarck releases 'Ems Telegram'
	19 July	France declares war on Prussia/North German Confederation; southern states meet treaty obligations
	September	France defeated at Sedan
	November	Bavaria accepts unification followed by other southern states
1871	18 January	William crowned 'German Emperor' at Versailles

4. Germany under Bismarck

Date	Domestic events	Foreign policy
January 1871	Proclamation of German Empire	
May 1871	Reichstag laws; Bebel claims a proletarian revolution not far off	Treaty of Frankfurt - Alsace-Lorraine
May 1872		Cuts diplomatic ties with Vatican
June 1872	Expulsion of Jesuits	
September 1872		League of Three Emperors
1873	League of German Iron and Steel Manufacturers	
1874	May Laws; military budget; Press Law	
1875	Religious orders dissolved	
March 1875	Papal Bull – Quod Nunquam	
April 1875		'War in Sight' crisis
1876	Central Association of German Industrialists; accepts resignation of free-trader von Delbruck	
1877	Legal procedures	
1878	Death Pius IX; Leo XIII Repeal of May Laws; Liberals refuse join Bismarck's government without guarantees; assassination attempts on Emperor	
June-July 1878		Congress of Berlin
July 1878	Conservative gains in Reichstag	
October	Anti-socialist laws -	

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1878	<i>Sozialistengesetz</i> (regular renewal until 1890)	
July 1879	New tariff laws – economic protection; National appeals court; dismissal of Falk	
October 1879		Dual Alliance
1880	Accident insurance	Revises Three Emperors
1881	Military budget	
1882		Triple Alliance; German Colonial Union
1883	Sickness insurance – medical insurance and sick pay	Berlin West Africa conference
1884	Insurance industrial injury	Renewal of Three Emperors; South West Africa; Togoland and Cameroons; Society for German colonisation
1885		German East Africa Company; New Guinea
1886		Anglo-German agreement East Africa
1887	Military budget	Reinsurance Treaty
March 1888	Death of Wilhelm; Frederick III	
June 1888	Death of Frederick III; Wilhelm II	
March 1888	Dismissal of Bismarck	
1889	Old age pension	

Teaching Activity

Make the point stand up

When you are writing an essay, each paragraph should make a new point that is connected to the previous paragraph and allows you to carry on to the next point being made. There are many different approaches to creating a good paragraph which are used in schools, such as PEE, PEEL and the hamburger approach. Whatever approach you use, you should provide a number of factual examples to support your point – three different examples is usually a good rule of thumb.

See if you can come up with some supporting evidence to try to 'prove' the point of the following sentences (you may not necessarily agree with them and could change them to reflect this).

1. In the years 1848 to 1852 Austria regained much of its political power within Germany.
2. However, Prussia continued to develop its economic dominance.
3. It was in the area of military reform that Prussia was to see the greatest advances in the period to 1862.

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4. In the years 1862 to 1866 Bismarck was able to isolate Austria in European diplomatic relations.
5. The defeat of Austria in 1866 allowed Prussia to extend its influence over other German states.
6. Bismarck was able to use the Hohenzollern candidature to manoeuvre France into declaring war on Prussia in 1870.
7. By the end of the 1870s it was clear that Bismarck's policy of *Kulturkampf* was causing more problems than it solved.
8. Although Bismarck was resolutely anti-socialist he believed that a form of 'state socialism' was necessary to improve the conditions of German workers.
9. Bismarck's dismissal as Chancellor in 1890 was due to the breakdown of relations between himself and Kaiser Wilhelm II.

Resources

David Blackbourn, *History of Germany, 1780-1918: The Long Nineteenth Century* (Blackwell Classic Histories of Europe, 2nd edn 2002)

J. Breuilly, *The Formation of the First German Nation-State 1800-1871* (Palgrave Macmillan, 1996)

Michael Gorman, *The Unification of Germany* (Cambridge Topics in History, CUP, 1989)

Martin Kitchen, *A History of Modern Germany 1800-2000* (Blackwell, 2006)

A.J.P. Taylor, *Bismarck: The Man and the Statesman* (The History Press Ltd, new edn 2003)

Websites

It is often difficult to find specific websites for History topics that are detailed enough, accurate, and which do not disappear from the web overnight! It is probably best to search for a variety of keywords connected to the topic and to sieve through the results up to a least page 5. Remember that you need to be careful when using websites to try to determine accuracy and any bias that might be found on the site. If possible try to find the 'Home' or 'About us' information to find out who is producing the site. This is particularly important when trying to find information about controversial topics or ideas; websites covering Nazi Germany, Fascism and the Holocaust should be investigated carefully before accepting the information is accurate.

Usually the first website that appears on a list is Wikipedia. Your teachers will probably already have warned you to use Wikipedia with caution. Wikipedia can be

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useful and will often give you links to other information. Treat it in the same way that historians use other sources of information – check that the information is accurate by cross-referencing with other sites or books. The editing history of a Wikipedia entry can also be very helpful in understanding how the entry has been created.

Here are a few general history websites designed to be used by students that might lead you to information for your topic:

The History Learning Site - www.historylearningsite.co.uk/

SchoolHistory - www.schoolhistory.co.uk/

Spartacus Educational - www.spartacus.schoolnet.co.uk/

Sempringham publishing - www.history-ontheweb.co.uk/

BBC History - www.bbc.co.uk/history/

If you try the following links you may find some information specifically useful for studying the unification of Germany:

www.historyhome.co.uk/europe/unific.htm

www.germanculture.com.ua/library/links/history.htm

<http://germanhistorydocs.ghi-dc.org/>

www.h-net.org/~german/research/links.html

www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac62