

Past-paper walk-through

The Enlightenment ■ 5.1

eXercise

Questions in this set

- 2025 Set 1 Q2
- 2025 Set 1 Q4

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 2

2025 Set 1 ■ Q2

4 “History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women’s newspaper. My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state. We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing. We want to earn our liberty and humanity, not by striving individually—each one for herself—but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all.” Source: Louise Otto-Peters, German writer, first

Question 2

issue of the Women's Newspaper, the first women's newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

Respond to parts A, B, and C.

- (a)** Identify one likely audience for the claims that the author makes in the passage.
- (b)** Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.
- (c)** Explain how one ideology or set of ideas likely influenced the author's claims in the passage.

Solution 2

(a)

Mark scheme

- Identify one likely audience for the claims that the author makes in the passage. (1 point) — accept any: One likely audience is women.; One likely audience is middle-class people of both genders.; One likely audience could be both women and men who share her feminist ideas about the importance of promoting education and using the press.

Solution 2

(b) Mark scheme

- Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph. (1 point) — accept any: Rapid urbanization during the nineteenth century led to increases in poverty among members of the working class.; As more workers moved to cities during the Industrial Revolution period, numbers grew to such an extent that there was extreme overcrowding.; During industrialization factory owners had a lot of power and workers did not have the ability to negotiate for better wages or better working conditions, which resulted in widespread poverty among workers.

Solution 2

(c) Mark scheme

- Explain how one ideology or set of ideas likely influenced the author's claims in the passage. (1 point) — accept any: Feminism is an ideology that probably influenced the author because it emphasized the importance of education for women, which is consistent with her publishing the newspaper to uplift the condition of women.; Liberalism likely influenced the author's ideas about liberty because she discusses the right to “act independently in the state,” which is a key component of nineteenth century liberalism.; Enlightenment ideas about natural human rights likely influenced the author's statements in the passage because she cites concepts related to freedoms and natural rights.; The author may have been influenced by the ideas of nationalism. In the context of the Revolutions of 1848

Solution 2

in Europe, her mention of the ideas of liberty and humanity and her demand that women be given the right to “act independently in the state” would likely have been associated with nationalism.

Question 4

2025 Set 1 ■ Q4

Respond to parts A, B, and C.

- (a)** Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900.
- (b)** Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900.
- (c)** Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900.

Solution 4

(a)

Mark scheme

- Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900. (1 point) — accept any: The spread of Enlightenment ideas contributed to revolutions across the Atlantic region during the period 1750 to 1900.; The success of the American and French Revolutions contributed to the outbreak of further revolutions in Latin America and Haiti during the period 1750 to 1900.; The weakening of the Spanish overseas empire contributed to the outbreak of revolutions across Latin America.

Solution 4

(b) Mark scheme

- Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900. (1 point) — accept any: Revolutionary movements applied Enlightenment ideas like natural rights to establish new laws or constitutions that protected the rights of their citizens.; Revolutionary movements like the French Revolution used nationalism to fight in numerous conflicts across Europe and expand the Napoleonic Empire.; The Haitian Revolution used anti-colonial nationalism to reject French rule and seek self-determination and establish an independent sovereign state.

Solution 4

(c) Mark scheme

- Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900. (1 point) — accept any: Revolutionaries faced opposition from powerful states and empires who mobilized their armies and economic resources to suppress opposition.; Revolutionary movements experienced resistance from established elites, for example opposition by plantation owners against the enslaved persons' rebellion in the Haitian revolution.; Nationalist revolutionary movements faced opposition from established states and empires in their attempts to liberate or unify nation-states, as seen, for example, in the Ottoman suppression of nationalist revolts in the Balkans.