

Mark Scheme (Standardisation) Summer 2008

GCE

GCE History (6521)

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.

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GCE History Mark Schemes

General Instructions on Marking - All Units

Principles of Assessment

Examiners are encouraged to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

Date of marking

Do NOT date scripts. Each script should be numbered consecutively and marking should be completed in centre number order.

Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. Do not write comments in the right hand margin. The level awarded should be noted in the left-hand margin as L1, L2 etc.

Annotation

The marking of questions is discussed in paragraph 5 below. Examiners must ensure that their marking is not only accurate and consistent, but that it is easy to follow. Marking conventions as described in the mark schemes and exemplified at standardisation must be followed. Every answer must show evidence in the body of the work that it has been marked.

Answers should be analysed as follows:

Underline with a straight line the key points of reasoning and argument, indicate flawed reasoning, irrelevance or error with a wavy line (in the left hand margin if the passages are lengthy).

A cross or encirclement may be used for errors of fact, a question mark may be used to indicate a dubious or ambiguous assertion, an omission mark to indicate the absence of material that might reasonably be expected.

Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit. Analytical links indicated in such a way in a final hurried part of an answer should be given credit.

Candidates should not be penalised for using note form. If you encounter the use of note form in a sub-question which requires extended writing, treat it on its merits. Unintelligible or flimsy notes will deserve little, if any, credit. If an answer consists of notes which are full and readily intelligible, award it the appropriate conceptual level but go to the bottom end of that level.

Comments by examiners on answers and on scripts

Examiners should feel free to comment on a part of an answer, a whole answer or a complete script to clarify the basis on which marks have been awarded. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage. These comments must represent professional judgements and must be related to the criteria for the award of marks. Negative comments should not be employed as an opportunity to vent the examiner's frustration! For example, 'Irrelevant' may be an acceptable comment, 'hopeless' is not.

Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

Rubric offences

A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.

An answer that offends against the rubric and that does not score should be indicated thus: QU.
2. RUBRIC OFFENCE. DO NOT SCORE.

Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Principal Examiners at the conclusion of the awarding meeting.

Quality of written communication

The marking of the quality of written communication is embedded within the levels of response of some questions. It forms one of the considerations for deciding reward within a level.

Deciding on the mark point within a level

1. The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at level four, would not by itself merit a level four award - but it would be evidence to support a high L3 award - unless there were also substantial weaknesses in other areas.

2. Where the mark range for a level exceeds 5, the level has been divided into 3 sub-bands, high mid and low. To decide which sub band to award within a level the following factors should be taken into account:
 - the range and depth of coverage of issues
 - the amount and accuracy of supporting information
 - the consistency with which the standard is maintained throughout the work.

In each case, the mid point of the mid mark band should be considered first and any move up or down from that should only be made if there is evidence in the work to support such a move. A move from the key mark point in a sub-band will be justified if the work has qualities to be considered for the next band up or down.

3. Assessing quality of written communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid level two criteria but fits the level three QoWC descriptors, it will require a move from the key mark point. In that case the quality of written communication will raise the award of marks to the top of the mid level two sub-band. In the case of a borderline candidate, QoWC inconsistent with the 'history' level will raise or lower the candidate into the next sub-band. In exceptional circumstances, i.e. where the quality of written communication is clearly better, or worse, than that indicated in the main generic mark scheme by more than one overall level, a larger downward or upward adjustment might be justified, across sub-levels or even into the next level down or up, where the candidate has first been placed in the low or high band of a level. In such cases, the examiner should make a brief explanatory note on the script.

Unit 1 (6521) Mark Scheme

Generic Level Descriptors

(a) Awarding marks at key mark points and within level bands

- Decide on the level into which any given response falls, going first to the key mark point.
- Work up or down from the key mark point according to:
 - the range and depth of coverage
 - the use of the source materials
 - the consistency with which the standards are maintained.
- If the answer is perceived as being of a higher or lower standard than would be expected for a mid-point response, always go first to the key mark point of the high or low band relevant to the level.
- Reserve the bottom mark of each band for the border line responses.

Target: (AO2) Analysis and cross-referencing of the sources for a specific enquiry. (20)

The task requires candidates to demonstrate the ability to reach a conclusion using all three sources.

Level	Band	Key Mark Point
Level 1 (1-6 marks)	Low (1-2 marks)	2
	Mid (3-4 marks)	4
	High (5-6 marks)	6
Level 2 (7-16 marks)	Low (7-9 marks)	8
	Mid (10-12 marks)	11
	High (13-16 marks)	15
Level 3 (17-20 marks)	No Bands	19

Level 1 Simple Statements
Responses are likely to be direct quotations or paraphrases from one or more of the sources. Sources will be used in the form of a summary of information in relation to the question. (1-6)

Level 2 Developed statements
Responses will offer detailed comparisons of similarities and /or differences with links made to the question. At this level candidates will begin to consider the sources as sources of evidence and not simply as sources of information. Responses will go beyond the information contained in the content of the sources and will consider other attributes, such as the nature of the evidence, when using the sources. (7-16)

Level 3 Developed explanation
Responses will offer a developed and substantiated explanation that addresses 'how far' in the question and uses the sources with discrimination to address the specific enquiry. In addressing 'how far' there will be a clear attempt to use the sources in combination and explore what can be said on the basis of the evidence, offering developed reasoning and a weighing of the evidence in order to create a judgement. (17-20)

(b) **Awarding marks at key mark points and within level bands**

- Decide on the level into which any given response falls.
- If the response is clearly within a particular level go to the key mark point of the mid band.
- Work up or down from the key mark point according to:
 - the range and depth of coverage
 - amount and accuracy of supporting information
 - consistency with which the standard is maintained
 - quality of written communication
 - the use of source material
 - balance in the use of use of sources (62.5%) to own knowledge (37.5%).
- If the answer is perceived as being of a higher or lower standard than would be expected for a mid-point response, always go first to the key mark point of the high or low band relevant to the level.
- Reserve the bottom mark of each band for the borderline responses.

Target: Analysis and judgement based on use of sources and own knowledge.

(40)

AO1a and AO1b: 15 marks, AO2: 25 marks

Candidates who address only AO2 can score a maximum of 25 marks. Likewise candidates who only address AO1a and b can only score a maximum of 15 marks.

The task requires candidates to engage with an issue, demonstrating the ability to create an explanation and make a judgement using two or three sources and own knowledge.

Level	Band	Key Mark Point
Level 1 (1-8 marks)	Low (1-3 marks)	2
	Mid (4-6 marks)	5
	High (7-8 marks)	8
Level 2 (9-20 marks)	Low (9-13 marks)	11
	Mid (14-17 marks)	15
	High (18-20 marks)	19
Level 3 (21-35 marks)	Low (21-25 marks)	23
	Mid (26-30 marks)	28
	High (31-35 marks)	33
Level 4 (36-40 marks)	No bands	39

Level 1 Simple Statements

Responses will be simple statements from the sources and/or own knowledge, and are most likely to be a mixture of both. They will contain assertions that, although accurate, will be generally unsupported, or supported by poorly developed, inaccurate or irrelevant information. Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

(1-8)

- Level 2** **Developed statements**
Responses at this level will be 'telling it how it was'. Candidates will be describing what happened either from the sources or their own knowledge, or both. The sources will probably be used as sources of information, not evidence, and the knowledge displayed, though generally accurate, will not be well controlled and deployed to focus on the question. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure. (9-20)
- Level 3** **Developed explanation**
Responses will focus on the question although the focus may not be maintained throughout the work. The response will address the issue posed by the question. Own knowledge will generally be accurate and will display appropriate depth and breadth of coverage. Knowledge will be used together with the sources to meet the demands of the question, although there may be some imbalance in terms of depth of coverage, supporting detail or in focus on one aspect of the question more than another. Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found. (21-35)
- Level 4** **Sustained argument**
Responses at this level will be clearly analytical in structure. There will be clear evidence that an appropriate range of accurate knowledge has been deployed, together with the sources used primarily as evidence, to construct a focused argument and reach a reasoned, supported conclusion. Writing will be controlled and coherent, although some stylistic misjudgements may be found. However, the candidate who can analyse historical phenomena of some complexity will also be able to convey that analysis in logical, well-structured ways. Occasional syntactical and / or spelling errors may be found. (36-40)

6521A - Paper 1A Mark Scheme
Securing the Tudor Dynasty: the Reign of Henry VII

Question Number	Indicative content	Mark
1. (a)	<p>Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to progress to the key mark point of Level 2. Possible areas where there is agreement include Source 3 where Urswick implies that Henry was compelled to watch carefully what Warbeck was doing in Scotland. There is further support for 'significant threat' when Urswick describes how James could muster as many as 50,000 men to support Warbeck. Further, the fact that Lord Stanley, Source 2, a high ranking member of the nobility was reluctant to take up arms against Warbeck suggests that the threat was quite significant. The fact that Henry had Stanley executed highlights the gravity of the threat. Areas of disagreement with the statement include Source 1 which clearly reveals the reluctance of the population to engage in support for Warbeck, particularly as they felt there was no gain to be made. The source does not show total loyalty to the King and hints at the possibility of a threat.</p>	20

Question Number	Indicative content	Mark
1. (b)	<p>Possible areas of agreement with the proposition include Source 4 which suggests that the Aldermen of London viewed the 'benevolence' imposed on them by Henry VII as more of a 'malevolence', in other words an unfair tax. Source 5 also agrees that Henry's methods of acquiring finance caused much resentment, but Elton hints that his purpose was not to acquire great wealth, but to control the nobility and 'weaken potential opponents'. Areas of disagreement include Source 6, where the source implies that Henry VII sought to increase royal finances in order to increase the prestige of the crown, both at home and abroad. This last point can be developed using own knowledge to show how this led onto greater freedom in policies, both financial and foreign. In addition, Source 5 hints that Henry's policies were not necessarily 'unjust or even unduly harsh' and this is supported by Source 4, which states there was 'less resistance from the common people because only the rich had to pay'</p> <p>There will be responses that simply describe, with varying degrees of accuracy, the ways in which Henry 'increased the wealth of the crown' and dealt with 'massive resentment'. Such responses can get to the top of Level 2. For progression to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and Level 4 must have a clear understanding of the view that Henry VII did/did not face massive resentment from his subjects because of his financial policies, and arrive at a judgement.</p>	40

6521B - Paper 1B Mark Scheme
The World Turned Upside Down: Monarchy and Republic in England, 1641-53

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make a detailed comparison of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to progress to the key mark point of Level 2. Possible areas where agreement can be found include Source 1, where Martindale suggests that many of the royalist troops recruited were forced into the royalist ranks, 'would order people like him and many older persons to attend general recruiting and gatherings on pain of death'. Further, Martindale states that the circumstances under which they were recruited 'greatly weakened the Royalist cause'. In addition, Source 3 suggests that the royalists were unable to recruit in certain areas of the country, Middlesex, etc. Together these sources suggest that the Royalists did indeed struggle to recruit troops. However, there are areas of disagreement and these include Source 2 which highlights how the Royalist forces 'sent out warrants . . . There I saw a multitude of men' and were able to bribe new recruits by offering them more pay than they would normally earn in a week. Further, in Source 3 Baxter states that the King did have support 'a great part of the knights and gentlemen adhered to the King . . . and most of the tenants and also most of the poor people . . . were for the King.'	20

Question Number	Indicative content	Mark
1. (b)	Source 5 can be used as the basis of creating a structured argument with specific examples that challenge the statement including the failure of the Levellers to win the support of the NMA, which represented the only possible alternative power base through which change could be made. Further, the main area of support for Leveller support was in and around London, 'but not amongst the classes which traditionally held political power'. Areas of disagreement are to be found in Source 6 which states that 'the Levellers represented a challenge to the political classes', by challenging the very principles upon which political power was held: 'male, property-owning society'. In addition, Source 4 is illustrative of Leveller propaganda aimed at undermining Cromwell and Parliament. Here Overton is questioning Cromwell and Ireton's accountability to the people. Own knowledge could be used to develop why Overton and other Levellers targeted Cromwell in this period. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which the Levellers represented a serious challenge to the authority of the political classes. Such responses can get to top of level 2. For progression to level 3, focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view that the Levellers represented a serious challenge to the authority of the political classes in the period 1647-49 and arrive at a supported judgement.	40

6521C - Paper 1C Mark Scheme
Poverty and the British State, c.1815-50

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement can be found in Source 1 where it states that in 'places where a reliance on the poor rate was habitual, every method was used to obstruct the law'. Limited rioting was put down by the police, sometimes aided by military force. From Source 3, it can be inferred that the unemployed poor reacted to the new Poor Law by attacking Union workhouses and helping themselves to bread and money. Areas of disagreement can be drawn from Source 1, where it states that paupers in many districts set out to find work for themselves. In addition, Source 2 claims that the new Poor Law is far more economical than the old, therefore undermining any opposition from the ratepayers.	20

Question Number	Indicative content	Mark
1. (b)	Possible areas of agreement with the stated factor include Source 5, which points out that in the workhouse 'destitute indoor paupers were undoubtedly better housed, better fed and better cared for than those outside the workhouse and not in receipt of benefit'. From this source one can infer that on a national level the Poor Law Officials were trying to raise standards, it was at a local level that abuse occurred. In addition, Source 5 highlights some of the local incidents of cruelty and could be used by candidates to construct an argument that the Poor Law authorities failed to raise standards of provision. However, Source 4 disagrees with the proposition; it shows that the Poor Law Commissioners gave their consent to the Guardians of the Lymington Union to introduce stricter measures in the workhouse, which could in effect lead to a lowering of standards of provision for the poor. Own knowledge could be used to extend the debate on the role of the Commissioners in trying to raise standards, or develop further the incidences of abuse at a local level. There will be responses that simply describe, with varying degrees of accuracy, the ways in which the Poor Law Commissioners did try to raise standards. Such responses can get to the top of Level 2. For progression to Level 3, focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and 4 must have a clear understanding of the attempts made by the Poor Law Commissioners to raise standards issues and arrive at a judgement.	40

6521D - Paper 1D Mark Scheme
Votes for Women, c.1880-1918

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement about the proper role of women are to be found in Sources 2 and 3 which view women's talents as being better suited for the care of the home and family. Source 2 views women's most important role as reinforcing gender roles, the ideal of marriage and childbirth. Whereas Source 3, states that women's public roles should be an 'extension of women's family duties'. Areas of disagreement are clear in Source 1 when Fawcett argues that when Parliament is dealing with legislation which concerns 'Home, Society, Education and Philanthropy, the experience and influence of average women would make itself felt'. In other words she is insisting that women's proper roles should not be confined to family life.	20

Question Number	Indicative content	Mark
1. (b)	Source 4 and 5 can be used to support the proposition. Both sources highlight how the WSPU turned towards new forms of militancy. Source 4 is Pankhurst's speech inciting women to be disruptive at public political meetings and by engaging in other damaging behaviour, this point can be developed further using own knowledge. Source 5 further agrees that the WSPU increased their militancy after 1912, but it qualifies their attacks by arguing that the WSPU used this method in order to antagonise public opinion, and 'would pressure the Liberal government into reform'. However, Source 6 disagrees that the failure of the Conciliation Bill drove supporters into greater militancy, rather it argues that it led to a strengthening of the alliance between the NUWSS and the Labour Party, and it was this that convinced the Liberals that they had to introduce female suffrage. Therefore for the NUWSS, it was not greater militancy that achieved the vote, but political activity alongside the Labour Party during periods of elections. Own knowledge can be used to develop this latter point and to challenge the stated proposition. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which greater militancy helped or hindered the women's suffrage campaign. Such responses can get to the top of Level 2. For progression to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view that the most significant consequence of the failure of the Third Conciliation Bill in 1912 was that it drove supporters of women's suffrage into greater militancy and arrive at a judgement.	40

6521E - Paper 1E Mark Scheme
Russia in Revolution, 1905-17

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Source 1 agrees with the proposition, Milyukov, a Minister in the Provisional Government, is arguing that the revolution has brought a 'new spirit of a free democracy' and therefore it must continue the war effort to ensure the survival of a 'Free Russia'. He clearly believes that the 'desire of the entire nation is to carry the world war to a decisive victory' and this feeling is growing more powerful. Areas of disagreement can be found in Sources 2 and 3. Both view the war as destructive, 'to rescue Russia from the bloody slaughter. This offensive has become loathsome,' and causing great hardships for the people, 'we will all die of hunger, without bread or sugar'. The only ones to benefit from the war are the rich. Further, Source 3 believes that the war is rekindling support for tsarism: 'tsarism is again starting to undermine our young freedom'.	20

Question Number	Indicative content	Mark
1. (b)	Source 5 clearly shows agreement with the proposition in the question. It clearly states how and where support for the Bolsheviks is coming from 'factory workers and peasant-soldiers who made up the bulk of the army units in the cities and at the front'. Further in Source 5, another indicator of increased support for the Bolsheviks included the large number of Bolsheviks elected to 'the first All Russian Congress of Soviets, which met in June 1917'. This latter point can be developed from own knowledge about Bolshevik support for the July Days etc. Source 3, is a clear example of the feelings of the Russian people at this time and one could infer that there was some support for the Bolsheviks: 'this war only benefits the rich', a key slogan in Lenin's speeches and writings and obviously a key factor in attracting Russians to the Bolsheviks. However, other factors raised in Source 4 appear to be equally important when looking at the failure of the Provisional government to listen to the people, by stating that the propertied classes vision of a liberal democracy 'in no way corresponded to the wishes of the people'. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view, that it was the failure of the Provisional Government to listen to the Russian people that explains the increase in Bolshevik support in the period February to October 1917 and arrive at a judgement.	40

6521F - Paper 1F Mark Scheme
The Seeds of Evil: the Rise of National Socialism in Germany to 1933

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Areas of agreement include Source 1 where a member of the SA is describing the appeal of the SA, he felt that 'the destiny of sixty million people was at stake', marching on, or 'for Hitler, for freedom and for bread', and that the Communists etc would be removed by force. Source 2 from Albert Speer, reinforces the message of the appeal of the SA: their attack on the progress of Communism. In addition, he views the SA as a disciplined force, 'giving the impression of energy in an atmosphere of universal hopelessness'. On the other hand, Source 3 does not view the SA as a positive force; it can be inferred from the source that the working class were being deceived by the SA, many of them joining because they were unemployed, but even more because they believed that this will help to establish the Third Reich . . a Reich which will provide them 'with work and bread'. However, Source 3 does agree with Source 1 about the appeal of SA violence, both sources talk about 'terror' and source 3 'trained . . to kill workers'.	20

Question Number	Indicative content	Mark
1. (b)	Source 5 does to an extent support the proposition in the question: the Nazi party was above all a party of protest, with its leader Hitler a charismatic figure who was able to drum up mass electoral support'. Source 3 reveals the attraction of the SA and the type of economic support it gave to unemployed workers in 1932. Source 4 supports Hitler's abilities as a charismatic speaker. He clearly feels that his nationalist ideas and the mass rallies where he speaks to the working class are in deed responsible for the growth in electoral support for the Nazis in the 1930 September elections. However, Source 5 on the other hand challenges Nazi propaganda and clearly states that it was not responsible for changes in Nazi support. However, this source does raise other issues including the failure of Weimar to achieve mass support and how Hitler is able to utilise this in his propaganda. It would appear from his discussions in Source 4, that Hitler specifically targeted industrial areas at this time because of the impact of the Depression on the workers. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which Hitler used his personal charisma to win support for the Nazi party. Such responses can get to the top of Level 2. For progression to Level, 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and 4 must have a clear understanding of the view that it was Hitler's personal charisma that explains the growth of support for the Nazi Party in the years 1930-32 and arrive at a judgement.	40

6521G - Paper 1G Mark Scheme
Boom and Bust: Economy and Society in the USA, 1917-33

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Source 1, an extract from the Programme of the Ku Klux Klan, highlights how the Klan saw themselves as standing against corruption and mob violence etc. Its purpose is, to preserve American ideals and institutions and the maintenance of white supremacy. However, Source 3 shows that membership of the Klan in West Virginia was composed of black and white individuals. The Klan's purpose here does appear to be defending American ideals of fair play and reveals how they dealt with incidences of 'corruption' by the major employer in this area. Source 2, on the other hand, gives a very different view of the Ku Klux Klan, when it shows how the Klan used violence to break a strike, and later to prevent members of the strike committee from getting their jobs back.	20

Question Number	Indicative content	Mark
1. (b)	From Source 4 we can infer that it was not necessarily the 'spirit of optimism' that drove the economic boom of the 1920s but speculation on the Stock Market, in effect gambling with investments. This according to Rossman, 'was the only way you could make real money'. Source 6, supports this view by highlighting how bankers and heads of investment trusts encouraged people to speculate in stock and shares 'people could be rich'. On the other hand, Source 5, reveals how the economy grew during the 1920s, with a 'rising output of goods and services, higher real wages, low prices and steady work.' The spirit of optimism must therefore be related to the fact that according to Source 5, the decade experienced 'full employment and low inflation'. In other words, the economic boom was driven by the expansion of industry, services and the greater spending power of Americans and the growth of consumer goods available to all classes. There will be many responses that simply describe, with varying degrees of accuracy, the reasons for the economic boom in the 1920s without fully engaging with 'the spirit of optimism'. Such responses can get to the top of Level 2. For progression to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate outlined in the sources. Candidates operating at Level 3 and 4 must have a clear understanding of the view that the reason for the economic boom of the 1920s 'was 'the spirit of optimism' that existed in the USA and arrive at a judgement.	40