

# Mark Scheme (Standardisation) Summer 2008

GCE

GCE History (6524)

## 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.

## CONTENTS

Paper	Title	Page
	General Instructions on Marking	1
	Generic Level Descriptors	4
4A	Monarchs, Settlements and Challenges to Authority in Britain, 1558-1685	7
4B	The Triumph of Conservative Policies? Britain 1832-1906	9
4C	Keeping the Peace and Fighting a War: Britain 1919-45	11
4D	Authority, Dissent and Revolt in Sixteenth Century Europe	13
4E	States Secured, Established and Challenged: France and Germany, 1815-90	15
4F	Dictatorships in Action: Italy and Germany in the Inter-War Period	17
4G	A Great Power Challenged at Home and Abroad: The USA in the Second Half of the Twentieth Century	19

## General Instructions on Marking

### 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.

### 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.

Where one word or single phrase answer is appropriate to answer a sub-question, 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.

## 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.

## 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.

## Unit 4 (6524) Mark Scheme

### Generic Level Descriptors

#### Awarding marks at key mark points and within level bands

Level descriptors provide the first stage of assessment, i.e. deciding on the appropriate level. Using the level descriptions for each question, decide first on the level into which any given response falls. If the response is clearly within a particular level, go first 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 of issues
  - the amount and accuracy of supporting information
  - the consistency with which the standards are maintained
  - the quality of written communication.
- 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 border-line responses.

Target: AO1a: Recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding. (60)

AO1b: Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements (60 marks).

The task requires candidates to develop an historical explanation, show understanding of appropriate concepts and arrive at a judgement

Level	Band	Key Mark Point
Level 1 (1-10 marks)	Low (1-4 marks)	3
	Mid (5-8 marks)	7
	High (9-10 marks)	10
Level 2 (11-26 marks)	Borderline (11-12 marks)	
	Low (13-18 marks)	16
	Mid (19-23 marks)	21
Level 3 (27-43 marks)	High (24-26 marks)	25
	Borderline (27-28 marks)	
	Low (29-33 marks)	31
Level 4 (44-54 marks)	Mid (34-38 marks)	36
	High (39-43 marks)	41
	Low (44-47 marks)	46
Level 5 (55-60 marks)	Mid (48-51 marks)	50
	High (52-54 marks)	53
	No Bands	58

A content specific mark scheme is provided for the questions which is to be read in conjunction with this generic mark scheme

**Level 1 Simple Statements**

*Either*

The answer demonstrates some relevant knowledge but provides little or no analytical focus. It follows an almost exclusively descriptive route, and the descriptions will have significant gaps and/or inaccuracies. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

*Or*

The answer implies an analytical response but is excessively generalised, being largely devoid of specific historical knowledge. The answer relies upon assertion and not argument. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

(1-10)

**Level 2 Developed statements**

*Either*

The answer depends disproportionately on the selection of material which, although it contains some detail and is substantially relevant, is not focused on the analytical demands of the question. There may be gaps and/or inaccuracies in the historical knowledge. 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.

*Or*

The answer is predominantly analytical in intent and shows understanding of some issues relevant to the question. It will include some relevant detail but knowledge of the topic overall will be patchy and may include some inaccuracies. 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.

(11-26)

**Level 3 Developed explanation**

A majority of the answer is shaped in terms of the question and offers a judgement showing understanding of the issues relevant to the question. It will include developed evaluation of some of these issues, although an analytical focus may not be maintained throughout the answer. The topic will be known in some detail and the analysis will be supported by mostly accurate and precise knowledge, but deployment of that knowledge may not be sufficiently selective. 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.

(27-43)



**Level 4 Sustained argument**  
The answer is analytical and offers valid judgements, which show explicit understanding of the issues appropriate to the question. Relevant knowledge is detailed, appropriately selected and deployed to produce a developed evaluation of these issues through the answer. Writing will be controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will be secure throughout and only very occasionally will spelling errors be encountered. (44-54)

**Level 5 Sustained evaluative argument**  
The answer is wholly analytical and offers valid, sustained and appropriately critical judgements, which show explicit understanding of all the issues appropriate to the question. Relevant knowledge is appropriately detailed and is precisely and critically selected to support developed evaluation of the issues throughout the answer. Writing will be well-controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will show awareness of style and spelling errors will be rare. (55-60)

**6524A - Paper 4A Mark Scheme**  
**Monarchs, Settlements and Challenges to Authority in Britain, 1558-1685**

**Option I - Settlement and Security: Elizabethan England, 1558-88**

Question Number	Indicative content	Mark
1.	<p>This is a question about the puritan challenge to royal authority involved in their attempts to amend the Church Settlement. The settlement comprised the Acts of Uniformity and Supremacy and that relating to Church Temporalities in 1559 and the later 39 Articles of doctrine and Parker's Advertisements. At level 3 and above there should be some attempt to define 'puritan' and appreciation of the diversity that the term entailed. These ranged from the extremists who were separatists such as the Brownists, who denied the need for a national hierarchy, through the likes of Cartwright and the Presbyterians to would-be reformers like Grindal and Walsingham and even Cecil who were at the heart of the Elizabethan establishment. At level 4 and above there will be a real attempt to assess extent of the challenge of the differing shades of puritan to the crown. Grindal's clash with the Queen will probably figure and the ease with which she marginalised him. Her sensitivity to bids in parliament to amend the settlement will certainly figure at the higher levels. Reward those who appreciate the complexity of the situation where the most loyal of her supporters were also sympathetic to further religious reform, which the Queen saw as undesirable.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question targets the complex and changing relationship of England and Scotland. At level 2 a mere narrative of the process will probably be offered but at level 3 and above there should be some attempt to assess Anglo-French relations as one of the key factors influencing the pattern. Candidates are likely to begin with the rule of the Catholic Marie De Guise in Scotland and the tension prior to her death and the Treaty of Edinburgh. The triumph of the Lords of the Congregation clearly brought an improvement indicating religion as another vital issue closely connected with France. The return of the Catholic Mary from France once again introduced a religious element although personality and the French dimension as well as faith clearly played a part. The exile of Mary and the triumph of her protestant half brother in 1568 and his rule to 1570 clearly brought renewed good-relations as did the improved relations between England and France symbolised by the Treaty of Blois. Likewise Moray's assassination and the possibility of a catholic revival brought renewed tension until the triumph of the protestant Morton. His downfall and the influence of Esme Stuart newly arrived from France once again induced tension. At level 4 Anglo-French relations will be considered as a factor but so will other factors, personalities, religion and in the 80s Spain as the key determinants. Candidates may well conclude that Anglo-French relations cannot be isolated from religion. Mary was a Catholic but perhaps it was of greater significance that she was a Guise and linked to the French royal family. Philip of Spain certainly felt as much until the 1570s.</p>	60

### Option II - Restoration England, 1660-85

Question Number	Indicative content	Mark
3.	<p>This question addresses the nature of the restoration and in particular the religious settlement - the restoration of Church lands and bishops, the Corporation Act, Act of Uniformity 1662, the Licensing Act, the Conventicle Act and the Five Mile Act. At level 3 the two key terms '<i>bigoted and vengeful</i>' will be addressed explicitly. The act of Indemnity and Oblivion had been passed in August 1660 by the Convention and only 33 had been exempted. Execution of only a third of these took place and the trials began before the meeting of the Cavalier Parliament in May of 1661. It made no attempt to extend the exemption or carry out a royalist terror and in this sense candidates may conclude that it did not demonstrate a thirst for revenge. It is the word '<i>bigoted</i>', which may be more successfully supported by a detailed analysis of the so called Clarendon Code. Candidates at the higher levels will assess the degree of bigotry possibly referring to Parliament's frustration of the Royal Declaration of Indulgence as well as the acts listed above. Candidates may conclude that an Anglican bigotry was displayed and a certain petty vengefulness on devoted Independents but the limited degree of the persecution needs to be considered.</p>	60

Question Number	Indicative content	Mark
4.	<p>This question addresses relations between King and Parliament and invites a judgement on the causes of the many difficulties. These will include suspicion of royal foreign policy initiatives, the attempt to promote religious toleration, suspicion of prominent Catholics, notably the queen and the King's brother and some of his friends and ministers and the perception of royal waste and corruption. At level 3 and above there will be a real attempt to explain these difficulties throughout these years with a focus on the stated factor, appreciating Charles' defects in terms of his extravagance, lack of gratitude, duplicity and Catholic associations. At level 4 these and other factors will be addressed, notably the unintended stinginess of the financial settlement and that actual revenue was less than intended. The real needs of the navy also were not understood by Parliament where the problem was one of inadequate accounts rather than rampant corruption. This can of course be set against genuine royal extravagance (stated factor) which exacerbated an underlying financial problem. The growing polarisation of the political nation into court and country will be addressed as will the roles of key figures such as the members of the CABAL and Danby.</p>	60

6524B - Paper 4B Mark Scheme  
The Triumph of Conservative Policies? Britain, 1832-1906

Option I - The Age of Peel, 1832-46

Question Number	Indicative content	Mark
1.	<p>This question invites analysis of Peel's ministry, the extensive problems it faced in the 'Hungry Forties' and his aims in introducing a series of important reforms. Expect extensive coverage of the budgets of 1842 and 1845, the Bank Charter Act and the regulation of companies and railways. Social reform will probably be addressed with coverage of the Mines and Factory Acts, possibly with some comment on Peel's somewhat lukewarm approach. Religion is likely to be addressed in terms of Maynooth and Ireland but some may appreciate the impact of sectarian concerns in England and their effects on Graham's plans for educational change. The repeal of the Corn laws in 1846 is also likely to attract extensive coverage. At level 3 and above accounts of Peelite reforms should be linked to his intentions and beliefs. Reward those who try to show Peel's concern to preserve the political status quo particularly through the repeal of the Corn Laws which he saw as depriving radicals of one of their most effective weapons, those who attacked the landed establishment. Likewise the earlier financial and commercial reforms had as their objectives the achievement of widespread contentment with the political system. On the other hand, perhaps Peel did not realise his own radicalism which his doctrinaire faith in the free-market implied. At the highest levels some candidates may address his impatience with the romantic conservatism of Young England and even the religious conservatism shown in Gladstone's writing on the role of the Anglican Church.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question is focused on the growing divisions in the Tory Party in 1845 and the split that took place in 1846. Peel's alienation of many of his nominal supporters in 1845 over his Irish policies and his abrasive handling of the opposition to his proposed repeal of sugar duties are likely to figure, but even more so the massive rebellion over Peel's proposal to repeal the Corn Laws in January 1846. At level 3 and above there will be a real attempt to come to terms with the causes of the split, possibly accepting and illustrating the stated factor, the frustration and deep-seated resentment towards Peel of Disraeli who sparked the revolt in January 1846 with a brilliant and carefully prepared oration. Bentinck's role may be less well known but his character and determination was vital in solidifying and organising opposition on the back benches. Besides the stated factor there will probably be a focus on Peel's politically insensitive behaviour as indicated above. At the higher levels there may be some understanding of Peel's conception of the role of Party as simply the prop to the efficient conduct of Her Majesty's government and how this conflicted with the doctrine enunciated by Disraeli, of distinctive party principles and programmes.</p>	60

## Option II - Conservative Supremacy: Policies and Parties in Britain, 1886-1906

Question Number	Indicative content	Mark
3.	<p>This question addresses the impact of Chamberlain's breach with the Liberals in 1886. It is to be hoped that Chamberlain's exalted position in 1886 will be appreciated and that his loss left a large gap in the leadership of the Liberals, which others, whether an ageing Gladstone or his successors found hard to fill in terms of electoral pulling power. His full defection to the Conservatives by 1895 was a doubly damaging development. Candidates may also consider his influence on the loss of the West Midlands and Birmingham and whether his departure reflected or encouraged the growing defection of the middle classes to the Conservative Party in these years. His role in the Boer War and its electoral consequences for the Liberals may also be considered, ie he helped to consolidate the Conservatives as the 'patriotic' party. The obviously damaging consequences may be set against the greater unity of the Party after the departure of both Chamberlain and Hartington. At level 4 the whole timeframe should be considered and not simply the immediate impact of 1886.</p>	60

Question Number	Indicative content	Mark
4.	<p>This question targets the causes of the Liberal Landslide of 1906. At level 3 there will be a clear causal analysis and at the top of the level and above some address to the stated factor. Candidates will probably focus on the Education Act of 1902, which some consider Balfour's greatest achievement but which also began the Liberal revival and reinvigorated non-conformity in the cause of the Liberal Party. Other issues where he might carry responsibility relate to 'Chinese slavery', the Aliens Act of 1905 and his insensitivity to the Taff Vale Case. His handling of Tariff Reform, whilst brilliant in terms of parliamentary obfuscation left a poor impression on the electorate. It could be argued that Balfour himself lacked wide public electoral appeal, being too cerebral. On the other hand there were many other causes for which Balfour was not responsible:- the issue of Tariff Reform raised by Chamberlain, which many feel was the key factor, unifying the Liberals and dividing the Tories. The ennui with the dragging out of the Boer War after the apparently decisive victories of 1900, possibly disenchanted many voters and made them more sympathetic to the anti-war radicals. The rise of class politics and the Lib-Lab Pact appears to have damaged the Conservatives in many constituencies as did the retirement of Captain Middleton as the Conservative's election master-mind. At the higher levels there will be explicit recognition of the scale of the defeat of the Tories, picking up on the word 'catastrophic'.</p>	60

6524C - Paper 4C Mark Scheme  
 Keeping the Peace and Fighting a War: Britain 1919-45

Option I - From Peace to Appeasement: British Foreign Policy between the Wars

Question Number	Indicative content	Mark
1.	<p>This question invites consideration and analysis of a vital year in the conduct of British foreign policy. At level 2 and below candidates will simply describe the three diplomatic developments. At level 3 there will be some attempt to relate them to the words <i>confused and ineffective</i>. Candidates may refute or agree with the judgement that the words imply. The Stresa Front of April implied some resistance to German rearmament but the Anglo-German Naval Agreement of June seemed to bless German rearmament and certainly was deeply resented by Britain's Stresa Front partners, Italy and France. Candidates will probably explore the logic of the Naval deal which met some British interests. The Hoare-Laval Pact ended in fiasco but was intended to retain the Stresa grouping and prevent the alienation of Italy by sacrificing most of Abyssinia and possibly the principles of the League, to which Britain was in theory attached. The outcry over the Pact certainly revealed the gap between the real-politik of the Foreign Office and the idealistic commitment to the League felt by the general public. The Government looked helplessly trapped between the two.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites an assessment of Britain's decision to go to war in September 1939 and what appeared to be at stake. The perception in government and amongst the public that Nazi Germany was bidding for European hegemony not just seeking to over-turn an unjust treaty might be advanced as the primary motive for the switch from appeasement to confrontation and the realisation after the 15<sup>th</sup> March 1939 that Hitler could not be trusted or appeased. At level 3 and above there should be some attempt to define Britain's vital interests and a debate as to how far these appeared threatened by Nazi Germany. There may be an appreciation of the new found British confidence in military strength, arising from the deployment of the early warning radar system and the arrival of new fighters wedded to French military revival and the perception that German military preparations had been exaggerated. The growing belief that Germany was in serious economic difficulties and unable to sustain a long war might also be considered, but these are merely conditions, making war possible not an explanation relating to why war was considered necessary, which lies at the heart of this question.</p>	60

### Option II - Britain at War, 1939-45

Question Number	Indicative content	Mark
3.	<p>This targets the years of survival and invites a causal analysis of the performance of the British Army in the years 1940-41. At level 2 and below a simple narrative of these years is likely. At level 3 there should be a focus on the army and some address to the causes of its performance. Expect coverage of the Norwegian campaign of 1940, the retreat of the BEF in France, the defeats in Greece and Crete in 1941 and the initial retreats before Rommel in North Africa. At higher level 3 the stated factor will be explicitly addressed with some attempt to illustrate and explain 'impossible tasks'. This is most likely to focus on the improvised expeditions to Norway and Greece. At level 4 and above expect some debate with the dramatic successes against Italy in North and East Africa thrown into the equation and at the highest levels some debate as to how far the BEF really suffered defeat in France but were merely caught up in the debacle of the French Army, to whom they constituted a very junior partner.</p>	60

Question Number	Indicative content	Mark
4.	<p>This clearly targets a vital area of the home front. Look for coverage of the work of the Ministry of Information and comment on the nature of its propaganda:- not very effective before the arrival of Brendan Bracken in 1941. The control of news was clearly central to success and in particular the handling of bad news on the whole treated differently than by Goebbels ministry in Germany. The very effective attempts to maintain health through rationing and dietary supplements to children might be addressed but also the widespread resentment that the wealthy circumvented rationing and the controversy that surrounded the non-necessity of coupons for restaurant meals. The mass involvement of the population in both war work and voluntary organisations such as the home guard, as ARP wardens and in the WVS also contributed to morale. The assessment of the success of the Governments efforts is more difficult to measure. There were examples of mass panic as in Coventry in 1940 and real signs of war-weariness during the last year of the war particularly during the few months of the V1 and V2 attacks. Strikes returned to their peace-time level by 1942 despite legal sanctions and the government chose not on the whole to invoke the full savagery of the law against strikers. Despite this, British war-time production was remarkable in achieving considerably greater out-put given the size of the economic base compared to Germany. Russia may have exceeded this but with a draconian approach impossible to replicate in a liberal democracy.</p>	60

6524D - Paper4D Mark Scheme  
 Authority, Dissent and Revolt in 16<sup>th</sup> Century Europe

Option I - Calvin and Calvinism to 1589

Question Number	Indicative content	Mark
1.	At level 2 there is likely to be a simple narrative of Calvin's life. At level 3 there should be some attempt to address 'exercise effective authority'. Candidates may deny that he did do this, by arguing that his position was particularly insecure prior to 1555 - his expulsion in 1538 and the frustrating and bitter struggles with the libertines in the 1540s and early 50s. Even after the defeat of Perrin in 1555, Calvin was not a citizen and was only granted the status of 'bourgeois' in 1559. Even this was not of the same standing as a native born citizen, who alone could gain membership of the ruling 'Council of 24'. Real power it can be argued lay with the patrician natives who controlled this council. Yet against this Calvin exercised enormous influence. He had drafted the scheme for the organisation of the Church in Geneva in 1541 and become its most famous citizen whose great weapon was the threat to withdraw. His sermons were of great influence and prodigious in number. Over the years he had defeated rivals and challengers and in 1559 was appointed to head the new Academy which became the glory of the city.	60

Question Number	Indicative content	Mark
2.	This question invites assessment of the resistance to Calvinism, whose spread in the years 1562-72 had been remarkable. At level 2 candidates are likely to provide a simple outline of the Wars of Religion from the Massacre at Vassy to the death of Henri III. At level 3 and above some real focus on Catholic resistance and the degree of its success is necessary. The three wars of the 1560s clearly did not halt its spread and it has been suggested that up to 10% of the population and perhaps 50% of the nobility had embraced 'the Religion'. In 1570-72, with the growing influence of Coligny over Charles IX, it appeared that it might capture the monarchy. Clearly an analysis of the impact of the Massacre of August 1572 is likely to be central. It can be argued that thereafter Calvinism was largely on the defensive and certainly it suffered a body blow in various centres from which it never recovered, eg in Rouen. The influence of the Guise in Eastern France and the Paris Parlement in limiting its influence might be addressed as will the considerable success of the Catholic League, backed by Spain after 1584.	60



Option II - Rebellion and Nationhood: the Revolt of the Netherlands

Question Number	Indicative content	Mark
3.	This question addresses the origins of the Dutch revolt in 1566. At level 2 candidates will probably offer a simple narrative of events from 1559 to 1566. At level 3 there should be a causal analysis and at the upper end of this level some address to the stated factor. Margaret, Philip's illegitimate half sister, lacked experience and real political skill and this is possibly why Philip appointed her, hoping she would be dependent on Granvelle and Vigilius, whom Philip clearly meant to exercise real power. Candidates may therefore argue that Margaret cannot be blamed but this should lie elsewhere. Her attempt to tread a path between Granvelle and the Magnates (Orange, Egmont and Hoorn) might be viewed with sympathy as might her later attempts to mediate between the magnates and her brother after the dismissal of Granvelle in December 1563. At the higher levels there will be a real awareness of the difficult situation that Margaret was caught in between a distant sovereign, an irritated local nobility and a group of provinces fiercely particularist and resentful of a central authority. Compounding the problems was a growing Calvinist minority and a worsening economic situation. Her success, through judicious use of the Walloon nobility in containing the revolt, should figure in any assessment which merits the highest level.	60

Question Number	Indicative content	Mark
4.	This question addresses the complex series of military and political events which marked the Spanish attempts under Parma to crush the Dutch Revolt. At level 3 and above it will be clearly causal and at the top of the level clearly address the stated factor. Parma showed considerable military skill, capturing Breda in 1581 and advancing in Gelderland in 1582. The capture of much of Flanders and Brabant followed and Antwerp surrendered in August 1585 after a skilful siege. Parma showed real political skills, winning over towns and exercising clemency, ie no massacre in Antwerp on its surrender. Such abilities continued to push the Spanish re-conquest forward to 1589. Other factors which will probably be addressed are the improvement in the pay and quality of the Spanish troops. Between 1580 and 1582 their numbers increased from 45,000 to 61,000 and contained increasing numbers of Castilian and Italian professionals as opposed to local Walloon levies. Philip's position had much improved following the peace with the Turks in 1579. The incompetence and eventual death of Anjou might figure as will the devastating blow of William's assassination in 1584.	60

6524E - Paper 4E Mark Scheme  
States Secured, Established and Challenged: France and Germany, 1815-90

Option I - The Bourbons Restored: France, 1815-30

Question Number	Indicative content	Mark
1.	<p>This question invites assessment of the leading ministers of Louis' reign. The roles and characters of all three will clearly figure at the higher levels. Consideration of just one should not preclude level 3 if a balanced assessment is attempted. Richelieu's achievements in handling negotiations with the allies in 1815 and 1818 will probably figure and candidates might draw attention to the sense of the choice in view of the high regard felt for Richelieu by the Tsar. His and Decazes' skill in handling the ultras might be analysed as might the latter's new press law of 1819. It could of course be argued that Decazes went too far in alienating the fiercest supporters of the Bourbon monarchy. The abilities of Villele as both President of the Council and Minister of Finance will probably be addressed with appreciation of his financial skills but possible condemnation of his alienation of liberal opinion and even Chateaubriand. At the higher levels there will be some appreciation of the difficulties of walking the political tightrope that the Bourbon restoration entailed.</p>	60

Question Number	Indicative content	Mark
2.	<p>Candidates are invited to offer a causal analysis of the Revolution of 1830 and an evaluation of the importance of Charles X's decision to appoint Polignac as Chief Minister in 1829 as the stated factor. At level 3 and above there will be some appreciation of how provocative the new ministry was after the relative liberalism of Martignac. Some may make reference not only to Polignac as an extreme reactionary and Catholic, widely regarded as a tool of the Congregation, but also to La Bourdonnaye as Minister of the Interior, an extreme reactionary and General de Bourmont as Minister of War, widely hated for betraying Napoleon. Clearly this 'mistake' will be set against others of Charles' mistakes both throughout his reign and in the monumental blunders of 1830. There will also probably be consideration of the economic factors which played a part in precipitating the downfall of the Bourbon Monarchy. There is likely to be consideration of the effects of the depression of 1826, bank failures, poor harvests leading to high bread prices and the terrible social conditions in Paris. At the highest level, candidates may well question the fundamental stability of the restored Bourbon Monarchy and argue that only peace and relative prosperity made it bearable and the repeated blunders of Charles and an economic downturn made this essentially ephemeral regime's downfall inevitable.</p>	60

## Option II - Securing the State: Bismarck and Germany, 1871-90

Question Number	Indicative content	Mark
3.	Candidates at level 2 are likely to offer narratives of the Kulturkampf and his struggle with the SPD. At Level 3 these developments will clearly be linked to <i>the</i> key phrase ' <i>calculation of short term political interests.</i> ' It can be argued that this played a part in the assault on the Centre Party in view of his desire for accommodation with the National liberals who enjoyed a powerful position in the Reichstag. Prejudice as well as calculation it might be argued influenced his assault on the socialists but as with the Centre Party there was an element of negative integration. At level 4 and above his relations with either the Liberals or the Progressives (or both) should at least be touched upon, in particular the decision to break with the Liberals and embrace tariffs, reconciling him with the conservatives. This crucial development should of course be related to the key phrase either accepting or refuting its applicability to the events of 1879.	60

Question Number	Indicative content	Mark
4.	This question invites a causal analysis of one of the most important developments in Bismarck's diplomacy. At the top of level 3 there will be some address to the stated factor. The clear failure to prevent the growth of the Centre Party, the unpopularity of the Kulturkampf with the Kaiser and many conservative politicians and Bismarck's increasing friction with the National Liberals will all probably receive attention. The introduction of tariffs, alienating Russia might also figure as will some consideration of the Kaiser's prejudices. Clearly, however, many may argue that external developments explain the Alliance; the hostility of Russia after the Berlin Conference and Bismarck's mixed motives of wanting both simple security from France and Russia but also a desire to pull Russia back into the Drei kaiserbund fractured by the Balkan crisis of 1875-78.	60

6524F - Paper 4F Mark Scheme  
Dictatorships in Action: Italy and Germany in the Inter-War Period

Option I - The Quest for Greatness: Fascist Italy, 1924-39

Question Number	Indicative content	Mark
1.	<p>Candidates are invited to evaluate the overall nature of the regime and Mussolini's claim to have created a totalitarian state. At level 3 and above there will be some attempt to define the key phrase, '<i>a totalitarian regime.</i>' Those aspects of the regime which appear to confirm the claim might be the widespread and persistent use of propaganda and the attempts at mass mobilisation, the growing interventionism in the economy and the denial of trade union rights. The importance of a degree of terror and violence in ensuring the longevity of the Mussolini regime should be appreciated. There is likely to be reference to the extensive intimidation carried out in 1924 by Dumini and the CEKA the setting up of the Special Tribunal in 1926 and the work of OVRA from 1927 onwards. However most will probably appreciate the very limited role of simple repression with political deaths after 1924 being around 50. The work and scale of the OVRA bore no comparison with the Gestapo or the NKVD and its function was largely one of information gathering, much of it on the squadristi, who had had their power to exercise violence curbed by the prefects in 1927. Also on the other side, the considerable role left to the Catholic Church, the continuation of the monarchy and the relative independence of the army might all be addressed as well as the political lassitude of much of the population.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites consideration of the changing pattern of Mussolini's standing at home and abroad. At level 2 a simple narrative of the regime will probably predominate with little focus on popularity or prestige or address to the significance of the dates. Responses which address only the domestic or only the foreign dimension may gain access to level 3 but for level 4 both should be addressed. Look for comment on the widespread popularity enjoyed within Italy in early 1936 following the successful invasion of Abyssinia and the defiance of the western powers and the success in Italy of avoiding the worst effects of the slump. The popularity of such aspects of the regime as the OND, the reconciliation with the Church and the relatively low level of repression might all be adduced in support of his popularity in 1936. The prestige enjoyed abroad prior to the departure from the League of Nations might be illustrated by reference to the hosting of the Stresa Conference and the respect with which Germany, France and Britain treated Mussolini in the early 1930s. The growing unpopularity might be illustrated by reference to the unpopularity of the intervention in the Spanish Civil War and the growing friendship with Germany and the consequent race laws. The unpopularity might be further illustrated by reference to the increased repression of 1938. The breach with the western powers, following his intervention in the Spanish Civil War and departure from the League, might be argued to have reduced his standing as might the increasingly client relationship with Germany. Against this it could be argued that at Munich he enjoyed great prestige and won plaudits at home as a peacemaker.</p>	60

Option II - Expansion and Aggression: German Foreign Policy, 1933-39

Question Number	Indicative content	Mark
3.	This question addresses the reasons behind the successes of German foreign policy in the first five years of the Third Reich. Candidates will probably address the withdrawal from the League, the Pact with Poland, the announcement of conscription and re-armament, the re-entry of the army into the Rhineland, the intervention in Spain and the formation of the Axis and finally the territorial gains of 1938. At level 3 and above the focus will be firmly on causal reasoning and candidates will probably agree with the proposition or deny it by an extended analysis of 'good fortune'- the isolation of the USA, the sympathy of Britain, the war weariness of Britain and France and their hostility to Russia, diversions provided by Japan and Italy, the outbreak of the Spanish Civil War etc. At level 4 there will be real debate over the balance of good fortune and skill, the latter probably being illustrated by reference to timing, concealment and diplomatic gambits such as the Polish Pact.	60

Question Number	Indicative content	Mark
4.	This question requires a detailed knowledge of a key diplomatic development of 1939 and analysis of both the Pact and Nazi ideology. Clearly many inside Germany regarded it in this light, as did Mussolini. Hitler himself was reluctant and encouraged into it by Ribbentrop and pressing circumstance. At level 3 and above there should be a clear focus on the Pact and some attempt to deal with its apparent contradiction of Nazi ideology. Candidates are likely to be able to explain the Nazi hatred of the USSR on grounds of rejecting Bolshevism and what was seen as the semitic basis of the Soviet State. At the higher levels candidates will appreciate the difference between the position of Ribbentrop, who really did appear to seek an accommodation with Russia at the expense of Britain and Hitler who made it clear to all that it was a temporary and necessary expedient which arose from the failure of the British to accept German hegemony and in the not so very long term he would break it and fulfil the imperatives dictated by Nazi ideology.	60

6524G - Paper 4G Mark Scheme  
A Great Power Challenged at Home and Abroad: the USA in the Second Half of the 20<sup>th</sup> Century

Option I - Containing Communism? The USA in Asia, 1950-73

Question Number	Indicative content	Mark
1.	<p>This invites consideration of the dramatic sacking of MacArthur in the second year of the Korean War. At level 2 a simple narrative of events surrounding the sacking will probably be offered but at level 3 and above there should be some awareness of what was at stake. There should be some appreciation of MacArthur's extraordinary standing as the war hero, long standing proconsul in Japan, and recent victor at Inchon. One congressman described his address to Congress immediately after the sacking as 'the voice of God'. It was watched by 30 million on television. The President's approval rating fell to 26% compared to 69% in favour of the general. Candidates can use such information to highlight the risks involved for Truman. However, Truman's decision could clearly be justified in view of the serious breaches of political and military protocol by MacArthur but his popularity made it a politically brave move to make. Candidates at the higher levels will demonstrate a clear awareness of the issues at stake and at these levels most will probably appreciate the support Truman gained from the Chiefs of Staff seriously undermining MacArthur's credibility and perhaps indicating that it was a justified and calculated gamble.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites candidates to assess Nixon's handling of the Vietnam War from 1969-73. This is an area of considerable controversy. At level 3 and above this controversy will gain some airing as opposed to a simple narrative of events which will merit level 2. On the one hand candidates may point to the adroit attempts by Nixon and Kissinger to remove the cold war underpinning to the conflict by détente with China and then using this as a lever to improve relations with the USSR. The willingness to both step up talks with Hanoi and at the same time exert brutal air power on them might also merit admiration. The most obvious example of this, being the Christmas bombing of 1972 following a breakdown and the subsequent return of the North Vietnamese delegation leading to the January agreement. On the other side it can be argued that Nixon had no clear game plan in 1969 and confronted with the same intransigence as Johnson had been on the part of Hanoi simply mixed belligerence with concession and actually conceded more than he intended, ie 'peace with honour' was a pretence. It can be argued Nixon's military initiatives such as the invasion of Cambodia and raids on Laos actually failed to cut supplies and merely added to the woes of the region.</p>	60

Option II - Politics, Presidency and Society in the USA, 1968-2001

Question Number	Indicative content	Mark
3.	This invites a broad survey of the position of black Americans in these years. At level 3 and above the stated factor will receive attention with illustration of the sporting prowess of black Americans and some appreciation of their changing role in the media. This may be a detailed analysis of the changing role in film and/or television. Candidates may of course deny the primacy of the stated factor and instead focus on the political profile with the marked increase in elected black officials or the expanding black middle class and/or the marked improvement in education. Some may choose to challenge the assumption of the question and deny significant improvement, emphasising the continued high profile of blacks in crime and their disproportionate unemployment.	60

Question Number	Indicative content	Mark
4.	This invites a judgement on the nature of Clinton's occupation of the White House. At level 2 a simple retelling of the Paula Jones and Monica Lewinsky scandals might predominate. At Level 3 and above there should be some address to the question of success, probably with a focus on prosperity and the degree of reform achieved. Candidates will probably be able to point up the prosperity with a rising stock market, high employment and the notably successful conduct of the Federal Reserve under Alan Greenspan, a conservative Republican, whom Clinton left in charge. In terms of reform, bold schemes for energy taxes had to be scaled down in the face of Congressional hostility and modest tax increases resulted. Similarly schemes to reduce taxes on the middle classes and dramatically increase taxes on the rich resulted in some increases for those couples earning more than \$180,000 and a bill for a \$16 billion job stimulus was also drastically scaled down. The most humiliating failure in reform was that over the planned overhaul of medicare. After 1994, the Republicans gained control of both Houses and much of Clinton's energy went into frustrating the desire of some Republicans for savage cuts. Even so he was forced to accept the Welfare Reform Bill, placing strict limits on how long people could remain on the dole. These developments will be clearly debated to reach a judgement on success.	60