

Mark Scheme (Standardisation) Summer 2008

GCE

GCE History (6525)

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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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 5 (6525) Mark Scheme

Generic Level Descriptors

Awarding marks at key mark points and within level sub-bands

Level descriptors provide the first stage of assessment in 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
 - chronological range across the given period
 - the consistency with which the standard is 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 two lowest marks 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 examine the process or nature of change over the chronology of the paper and to draw developed and explanatory conclusions.

The emphasis should be on understanding the process of change over time and not on weight of information. Better candidates will reveal their qualities here not in depth of knowledge but in their ability to make appropriate references across the chronology.

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

Level 1	<p>Simple Statements Simple statements showing limited understanding of change or the reasons for it. Undeveloped points related to the question may be offered. Responses will contain passages of undirected information or will offer valid assertion with excessively generalised support. Comment on change will be implicit and the chronological range will be restricted. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.</p>	(1-10)
Level 2	<p>Developed statements Developed statements about the nature of, or reasons for, change. Candidates will include relevant information in order to support their identification of change or the key factors bringing it about. Accurate narrative over a long period in which the knowledge displayed does not focus on the issue posed by the question would also gain marks at this level. 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.</p>	(11-26)
Level 3	<p>Developed explanation Developed explanation which focuses on reasons for change and the nature of change and continuity. Most of the answer will be shaped in terms of the question although it may contain weaker passages. The answer will be supported by accurate information drawn from three or more key points in the chronology. The answer will show understanding of those 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 and deployment of information may not always 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.</p>	(27-43)
Level 4	<p>Sustained argument Sustained argument which concentrates on the issue posed by the question in the context of change and continuity over most of the period. The answer will explore the nature of change, or the significance of factors bringing about change, at different times in the chronology in order to respond to the issue posed by the question. In examining the issues, candidates will use a range of confidently selected material. 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.</p>	(44-54)

Level 5

Sustained evaluative argument

Sustained evaluative argument which ranges over the whole period, and which concentrates precisely on change and/or continuity. In exploring the process of change the argument will integrate into a causal explanation a secure analysis of the nature of the change in order to examine the relative significance of the range of factors responsible for it. In exploring the nature and/or extent of change the markers of change will be clearly identified and explicitly discussed, and judgments about change will rest on explicit analytical comparisons supported by precise and confidently selected material. 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)

**6525A - Paper 5A Mark Scheme
The Tudor State, 1485-1603**

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider the changing power of the monarchy throughout the period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of the significance of the monarch's relationship with the nobility. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Many answers are likely to be chronological in form. Candidates may consider the establishing of Tudor power by Henry VII after the battle of Bosworth, and how the nature and extent of royal power fluctuated in subsequent reigns. They may refer to Henry VII's attempts to limit noble power by, for example, bonds and recognisances and laws against retaining; and to Henry VIII's changed relationship with the nobility, perhaps with reference to the impact of the Reformation and the seizure of Church lands. There may be only limited reference to Edward VI and Mary. Edward VI's protectors may be cited as examples of noble power, but this point should be linked to monarchical power as a whole. Mary's relationship with the nobility may be dealt with implicitly through her relationship with parliament. Elizabeth's changing relationship with the nobility might be exemplified with reference to the Elizabethan settlement, the Northern Rebellion of 1569, and growing problems towards the end of her reign. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which influenced the power of the Tudor monarchy. These might include the changing role and prestige of parliament: the personality of each monarch: the role of principal servants of the crown; and the various religious changes during the period. Reference may be made to resistance to royal power through popular rebellions, though this is not necessary for accessing any level of attainment. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider the changing power of parliament throughout the period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of the significance of the Henrician Reformation of 1529-36. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Answers will consider Parliament's role during the Reformation, with some assessment of its changing power and influence at this time, and that a precedent was established for parliamentary approval of subsequent religious and dynastic changes. At mid Level 3 and above the answer will be shaped on the question, will consider the Reformation Parliament, but will also investigate some other key periods which influenced the changing power of parliament. These might include Henry VII and his decreasing reliance on parliament after 1495: the attitudes of both of Edward VI's protectors towards parliament with reference to the prayer books of 1549 and 1552 and to the succession; and to the part parliament played in Mary's Catholic restoration. The Elizabethan religious settlement may be discussed, and candidates may discern a growing confidence displayed by the Commons in the later years of Elizabeth's reign on matters of free speech and attempts to discuss the question of the Queen's marriage. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525B - Paper 5B Mark Scheme
The Making of the British Empire, c.1660-c.1770

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider the expansion of Britain's empire in the period, and to consider the significance of a range of factors which influenced this process. Central to this analysis will be an assessment of the significance of naval conflicts. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Answers may refer to the three key conflicts of the period: the Anglo-Dutch wars of the 1660s and 1670s, the War of the Spanish Succession, and the Seven Years' War, and the significance of naval conflicts in explaining their outcome for the expansion of the British empire and the acquisition of significant territories such as Gibraltar. The growth of the British navy, and reasons for that growth, Anglo-Dutch rivalry and Britain's increasing control of trade routes may also be considered. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other key factors which influenced the expansion of the empire. These might include commercial developments in India, the West Indies and North America and the role of key personnel. The battle of Plassey in 1757 and the annexation of Bengal may be used to explain developments in India. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider the development of Britain's empire in the period, and to consider the significance of a range of factors which influenced this process. Central to this analysis will be an assessment of the significance of commercial expansion in India. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Answers may evaluate the given factor with reference to the growth of the East India Company after the Charter of 1670 awarded it considerable financial, military and territorial rights. The Company's subsequent development as a virtually independent state, and the acquisition of Bengal after Plassey in 1757, may also be discussed. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other key factors which influenced the development of the empire. These might include the development of the navy and the establishing of naval supremacy over the Dutch, the Treaty of Utrecht, colonial development in the West Indies (especially the lucrative sugar-producing colonies of the Caribbean) and the American colonies, and the acquisition of Canada in 1763. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525C - Paper 5C Mark Scheme
Representation and Democracy in Britain, 1830-1931

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider changes in the size and composition of the electorate in the given period, and to consider the significance of a range of factors which influenced this process. Central to this analysis will be an assessment of the significance of extra-parliamentary pressure. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Answers may refer to the five Reform Acts of 1832-1928 and the significance of extra-parliamentary pressure on each measure. There may be consideration of the role of the riots in Bristol and other major cities in 1831-2: the Reform League, Reform Union and the Hyde Park riots in 1866: pressures for reform in 1883-4; and the influence of the suffrage movements on the acts of 1918 and 1928. Other less tangible forms of pressure, from political thinkers or journalists, for example, or the influence of the July Revolution in France on the First Reform Act, will also be relevant. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other key factors which influenced the size and composition of the electorate. These may include the role of leading politicians, party leaders and prime ministers: party pressures and the quest for partisan advantages, especially perhaps in 1831-32 and 1866-67: the role of the aristocratic interest, especially in 1832; and the impact of the First World War on the Fourth Reform Act. Candidates who deal with pressure from the Chartists in the 1830s and 1840s, and with the women's suffrage movements in the early 20th century, must make their material relevant to the question. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider changes in the organisation of parties and the emergence of new parties in the given period, and to consider the significance of a range of factors which influenced this process. Central to this analysis will be an assessment of the significance of changes in the electoral system. These changes will include the extension of the franchise, the redistribution of seats, the introduction of the secret ballot, and action taken against corrupt practices. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Most answers are likely to be chronological in form. Candidates may establish links between the First Reform Act and the subsequent organisational changes suggested by the creation of political clubs. Answers may also consider the reforms of 1867-1885, connecting these to the development of Liberal and Conservative party organisations. The role of the Ballot Act and of the Reform Act of 1884 may be used to explain the emergence of a strong Irish Parliamentary party in the 1880s, and the reasons for the growth of organisations which led to the founding of the Labour party may also be considered. Organisational changes which emerged as a result of the Reform Act of 1918 will also be relevant. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other key factors which influenced the organisation and creation of parties. These may include the growth of literacy and popular journalism: the development of trade unions: the steady decline of the aristocratic and landed interests; and the origins, purpose and significance of the women's suffrage movements. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525D - Paper 5D Mark Scheme
The State and the Poor in Britain, c.1830-1939

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider state provision for the poor in the given period, and to assess the significance of a range of factors which influenced this process. Central to this analysis will be an assessment of the significance of changing attitudes towards poverty. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Answers may refer to changing views on the nature of poverty which might include views on the undeserving poor: Chadwick and the principle of 'less eligibility' in 1834: the work of social investigators and others (including Dickens, Mayhew, Booth and Rowntree): the ideas informing New Liberalism: the Minority Report on the Poor Laws, 1909: the influence of ideas in the inter-war period; and the winding up of the Poor Law in 1929. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other key factors which influenced state provision for the poor. These may include the attitudes of ratepayers and voters, especially the growing electorate: changing ideas on the role of the state: the influence of the Labour Party and trade unions, and the changing views of the political parties overall. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider changing state provision for the poor in the period, and to assess whether this provision saw continuous but limited development. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which describe change with only weak explanatory links should be awarded a mark no higher than low Level 3. Answers may refer to the changing provisions made for the poor and should assess their nature and significance. These may include the Royal Commission on the Poor Law and the Poor Law Amendment Act of 1834: comparison with the operation of the old poor law may be made. Subsequent changes made between 1834 and 1905 may be considered, with an evaluation of whether these changes were continuous and/or limited. Liberal legislation passed between 1905 and 1915 should be assessed, and candidates might suggest that the rate of change accelerated during this period. Inter-war legislation, the winding up of the Poor Law in 1929, and the impact of the depression and the means test may also be addressed. At mid Level 3 and above the answer will be shaped on the question, and will consider the nature and the rate of change. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525E - Paper 5E Mark Scheme
 Britain and Decolonisation, c.1870-c.1980

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider the changing relationship between Britain and its African Empire throughout the period, and to consider the significance of a range of factors which influenced the process and the patterns of this relationship. Central to this analysis will be an assessment of the significance of economic concerns. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Answers may refer to economic concerns which helped to drive the expansion of the African Empire. These may include territorial acquisitions such as those protecting the Suez Canal, the quest for raw materials, gold and diamonds, and the role of significant individuals such as Rhodes. The process of withdrawal from Africa may also be considered from an economic perspective. Answers may assess the impact of the Second World War on Britain's relations with its African Empire, notably perhaps through a consideration of Labour's 'New Imperialism' after 1945 and the subsequent declining economic importance of the African Empire as highlighted in Macmillan's cost-benefit analysis in the late 1950s. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which influenced Britain's relationship with its African possessions. These may include the role of international relations, including the Berlin Conference and the influence of the USA after 1945: strategic and military concerns, notably the Suez Canal and South Africa: changing British attitudes towards the Empire; and the growth of nationalism in some important African possessions such as, Kenya and Rhodesia. Key markers of change may be evaluated, including the Second Boer War, the impact of both World Wars, and the Suez crisis of 1956. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider the expansion and contraction of the British Empire during the given period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of changing views within Britain about the strategic value of empire. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Answers may refer to the perceived strategic importance of various territories during the expansion of the Empire, such as the Suez canal, South Africa, and a number of 'choke points' in Africa and Asia. Equally, decolonisation after 1945 may be explained by the declining value of land bases as a result of military change after World War Two, including the role of air power and the development of nuclear weapons and different ways of delivering them (e.g. by submarine and by missiles). At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which influenced the expansion and contraction of the empire. These may include changing attitudes within Britain to the Empire as a whole, which may be exemplified by contrasting Victorian attitudes of 'the civilising mission' and jingoism in general with the post-1945 attitudes of uncertainty in a changed world and the new focus on the development of the welfare state. The varying nature of colonial attitudes during the period of expansion may be considered, and the growth of nationalism and armed resistance during the contraction of empire might also be assessed. Economic concerns may also be addressed, as may the changing framework of international relations over time, and the policies of successive British governments. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525F - Paper 5F Mark Scheme
Medicine in Britain in the Twentieth Century, c.1890-c.1990

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider the changing provision of medical services in Britain over the given period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of the significance of the creation of the National Health Service in 1948. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively with the given factor should be awarded a mark no higher than Level 3. Answers may refer to the origins and the establishment of the NHS in 1948, including the creation of the Emergency Medical Service in 1939, and should assess the significance of this achievement as a possible turning point in medical provision. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which influenced the provision of medical services. The establishment of the NHS should be evaluated against other key markers of change across the period. These may include the impact of the Second Boer War; the Liberal welfare measures of 1905-15; the First and Second World Wars; and the Conservative reforms to the health service carried out between 1979 and 1990. Other factors influencing the provision of medical services may be considered within the context of turning points, including advances in science and technology, and changes in public attitudes towards medical provision. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider changes in the provision of hospital services in Britain during the given period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of the role of public expectations. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Answers may refer to changing public expectations over the given period and the factors which influenced change. These may include developments brought about by wars, notably the two world wars and the transfer of new surgical skills into hospitals after 1918 and 1945: the nature of hospital care before and after 1948, with reference to municipal and charity hospitals: and the various policies of successive Liberal, Labour and Conservative governments. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which influenced the provision of hospital care. These might include the development of surgical techniques, including transplants: technological advances: improvements in nursing care; and the later development of 'cosmetic' surgery. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

6525G - Paper 5G Mark Scheme

Integration and Diversity in a Great Power; from Civil War to Civil Rights in the USA 1865-1969

Question Number	Indicative content	Mark
1.	<p>The question requires candidates to consider relations between different racial and ethnic groups within the United States during the given period, and to assess the significance of a range of factors which influenced those relationships. Central to this analysis will be an assessment of the role of inter-racial conflict and cooperation. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change which touch on one or two key periods within the chronology. Answers which deal exclusively either conflict or cooperation should be awarded a mark no higher than Level 3. Answers may be chronological or thematic in their approach. A chronological approach might discuss racial and ethnic relationships linked to the aftermath of the Civil War, the westward expansion, mass immigration in the early 20th century, the impact of wars, notably the Chicago race riots of 1919, and the civil rights campaigns of the 1950s and 1960s. A thematic approach might consider relations between white and African American people and attitudes towards the American Indians in the late 19th century. The impact of mass immigration might be considered with regard to different ethnic groups: for example, the hostility towards Chinese immigrants illustrated by the Chinese Exclusion Act of 1882, and towards east European migrants, might be compared with attitudes towards white migrants from northern Europe, especially Britain and Ireland. The impact of mass, especially Hispanic, immigration will also be relevant, as will the attempts to create a single American national identity. Candidates must address both conflict and cooperation to access high level 3 and above. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60

Question Number	Indicative content	Mark
2.	<p>The question requires candidates to consider the changing status of African Americans during the given period, and to consider the significance of a range of factors which influenced the process and the patterns of change. Central to this analysis will be an assessment of the significance of the leadership of the African American community. At Level 1 there will be some simple statements which are not developed. At Level 2 there will be some developed statements on change. Answers which deal exclusively with the given factor should be awarded a mark no higher than low Level 3. Answers may assess the changing leadership of the African American community over time, perhaps with reference to the ending of slavery and Reconstruction, leadership in the early 20th century, including 'Back to Africa' and other movements, and post-war leadership to 1969. Depth of knowledge on individual leaders is not essential, but must be credited where relevant. These may include Booker T. Washington, W.E.B. Dubois, Marcus Garvey, Martin Luther King, Malcolm X and Stokeley Carmichael; and reference may be made to their different ideas and styles of leadership. At mid Level 3 and above the answer will be shaped on the question, will consider the given factor, but will also investigate some other relevant factors which changed the status of African Americans. These might include the Reconstruction era: the impact of industrialisation: the northern migration from the 1920s; and the 'Harlem Renaissance'. The role of the Federal government will also be relevant, including the New Deal and Fair Deal, the attitudes and policies of various presidents, notably Truman, Eisenhower and Johnson, and the impact of wars, especially World War Two and the Vietnam War. Level 4 answers will develop a sustained argument, with an analytical structure through most of the answer, while at Level 5 there will be a sustained evaluation over the whole chronology. Answers at Levels 4 and 5 will display a clear conceptual awareness of the nature and rate of change.</p>	60