

Mark Scheme (Results) January 2010

GCE

GCE History (6HI02) Paper E

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: 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 a 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 answer 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.

Deciding on the Mark Point Within a Level

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 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

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 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
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3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response.</p>

	<p>The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

A02b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p>

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

E1 British Political History, 1945-90: Consensus and Conflict

Question Number	Indicative content	Mark
1 (a)	<p>All three sources can be used both to support and contest the contention in the question. They all point to Attlee's strength as a Party disciplinarian, with Sources 1 and 3 stressing his ability to keep order and Source 2 alluding to his ruthlessness in 'the backroom'. The reference in Source 1 to 'quarrel and fight' underlines the extent to which the Labour Party was torn by factional squabbling in this period and, thus, allows candidates to put into context the magnitude of Attlee's achievement in maintaining some semblance of cohesion. However, both Sources 1 and 3 paint, in general, a negative picture of Attlee as a politician with his lack of presence being forefronted. To Martin in Source 1 Attlee appears 'a small man', while Mallaby in Source 3 makes the disparaging comparison to 'a schoolmaster'. These criticisms can be cross-referenced with the description of Attlee's public persona given in in Source 2, although it should be noted that overall the <i>Daily Mirror's</i> assessment is far from critical. Here, through closer reading of the sources and careful consideration of the provenance, those performing at higher levels should be able to reconcile some of the apparent conflicts in evidence. Thus, any evaluation of Mallaby's somewhat jaundiced view of Attlee's performance in cabinet meetings should be made in the light of his position as a civil servant not a politician and, therefore, his limited knowledge of the 'backroom' politics alluded to in the Source 2. Similarly, candidates should note that the <i>Daily Mirror</i> in Source 2 may be inclined to accentuate Attlee's positive attributes in the immediate aftermath of his resignation as a tribute to his long service as leader, while Martin's judgement in Source 1 may be clouded by his earlier opposition in the leadership contest. Whatever judgement is reached must be backed by appropriate evidence and the best will be aware of the importance of contrasting Attlee's unassuming public image with his evident political aptitude.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question asks candidates to evaluate the achievements of the Conservative Government in the years 1970-74. Candidates may well start with Source 5 which paints a bleak picture of Edward Heath's years in power, and the references to industrial relations should allow the more knowledgeable to address the series of strikes and labour conflicts which culminated in the Three Day Week of December 1973. Many of the points raised in Source 5 can be cross-referenced with the criticisms contained in Source 4, although the more astute will recognise, in light of the source's provenance, that it is hardly an objective appraisal of Tory rule. In combination the two sources can be used as a basis to develop such areas as the undermining of the Industrial Relations Act, the inability to deal with the growing economic crisis and the ultimate failure of the prices and incomes policy to overcome worsening union relations. Source 6 can be used as a platform to present the counter-argument and higher performing candidates should be able to pick up and expand on the achievements mentioned, in particular entry into the European Economic Community. The final sentence of the source should prompt some candidates to site any assessment of Tory policies in the fragile economic and political climate of 1970s Britain. Thus, the U-turn which undermined many of Heath's earlier achievements should be placed in the context of crises in oil and commodity prices. Similarly, the more able should recognise the significance of Pearce and Stewart's assertion that entry into the EEC was 'a major change' and, thus, should make some attempt to weigh up the relative importance of the administration's successes and failures. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the extent and limitations of the Heath Government's achievements, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the period of Conservative rule under Margaret Thatcher and the extent to which this marked the end of the postwar consensus in British politics. Candidates may well start with Source 8 which appears to support the contention in the question, and the more knowledgeable will be able to develop the reference to the economy by contrasting Thatcher's monetarist approach with the Keynesian policies of previous governments. This line of argument can then be cross-referenced to the claims made by Thatcher herself in Source 9. Again candidates' own knowledge can be deployed here to elaborate on the issue raised in the source about the role of the state in people's lives. Thus, policies in such areas as privatisation, home ownership, employment practices and the Unions can all be explored. However, the more perceptive will take into account the provenance of the source and be aware that, in the run up to a general election, Thatcher might well be keen to emphasise the extent to which she had broken with the discredited policies of earlier governments. Those performing at higher levels will be able to corroborate this point through a closer reading of Source 8 which implies that the idea of a 'Thatcher Revolution' had its roots more in the rhetoric of electioneering than in reality. This counter-argument can then be developed further through an examination of Source 7. The suggestion here is that Thatcherism, far from being a 'revolutionary break with the past', was merely the concluding stage of the gradual breakdown in the postwar consensus. Candidates may use the source as a platform to develop from their own knowledge the extent to which governments from the 1970s onwards had abandoned consensus politics. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of similarities and differences between Thatcherism and the policies of earlier governments, with a sharp focus on agreement or disagreement with the given view.</p>	40

E2 Mass Media, Popular Culture and Social Change in Britain since 1945

Question Number	Indicative content	Mark
2 (a)	<p>Candidates can access all three sources to support the contention in the question. The strongest evidence comes in Source 10 where Gilligan, and by extension, therefore, the BBC, is admitting that there were errors in the coverage that warranted 'criticism'. Indeed, the very fact that he felt it necessary to resign could be used to substantiate this line of argument and those with good contextual knowledge will realise that this came on the back of the highly unfavourable judgement in the Hutton Inquiry. This view can then be cross-referenced with Source 11 which directly accuses the BBC of falsehood and hence, by extension, mishandling. Although Source 12 is defending the BBC, there is, nonetheless, a tacit admission that the normal guidelines were not adhered to and that the story was based on fragmentary intelligence. Indeed, the very need to issue such a statement could be taken as evidence of, at the very least, irregularity in the Corporation's conduct. Candidates can, however, also use all three sources to present the counter-argument. Both Sources 10 and 12 provide a robust defence of the BBC's reporting. Gilligan, in Source 10, is bullish in defeat, defending the substance of his coverage and restating concisely and clearly the case against the Government. Source 12 cites 'public interest' and 'exceptional circumstances' as justification for the BBC's position, although the more knowledgeable will be able to contextualise the source and will be aware that the statement was issued at a time when the BBC's governors were under intense pressure to name Gilligan's informant and, hence, were, perhaps, more likely to refute vigorously any accusations of malpractice. Higher performing candidates may refer to Source 11, in which the intransigence of the government's position is highlighted, to support the implication in Source 10 that it was this rather than 'two flawed sentences' that escalated 'one unscripted early-morning interview' into a full-blown crisis. Thus, in arriving at a judgement, the best responses will evaluate the BBC's handling of the Iraq Dossier by close reference not only to the content of the sources but also their provenance and context.</p>	

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the relationship between cinema and British society since the 1980s. Candidates may well start with Sources 13 and 14 which present evidence in support of the contention in the question, with both sources emphasising the centrality of everyday life experience in film-making in this period. Not all candidates will be familiar with the terms 'naturalism' and 'new realism', but the more knowledgeable should, nonetheless, still be able to cite films which support the central line of Christopher's argument, such as <i>Trainspotting</i> (1995), <i>Brassed Off</i> (1996) and <i>The Full Monty</i> (1996). Here candidates may pick up on the importance of the reference to Channel 4 and low budget film production, and appreciate that this change to the industry made it possible for ever larger numbers of independent film-makers to reach mass audiences with realistic work on domestic issues. The more able will cross-refer the points raised in Source 13 with Source 14, and, in so doing, understand the significance of Mike Leigh to this new cinematic genre. Although some may point to the defensive tone of Leigh's speech, they should, nonetheless, still have an appreciation of the nature and scope of his work and recognise that, for the most part, his rhetoric was matched by his output. The counter-view is presented in Source 15 where the failure of film-makers to address the experiences of women or ethnic minorities is highlighted. However, careful reading should enable the more perceptive to recognise that, despite this criticism, the source is not in complete disagreement with the views expressed in Sources 13 and 14. Thus, films as reminders of 'economic divisions' sits squarely with the views (and work) of Mike Leigh in Source 14 and the reference to 'proud battles in difficult circumstances' in Source 13. From their own knowledge candidates should be able to expand on the arguments both for and against the contention in the question. Thus, they may argue that the criticism in source 15 is unjustified either on the grounds that, by the 1990s, ethnic and women's issues had become subsumed by the mainstream, or that they had been dealt with in such films as <i>My Beautiful Laundrette</i> (1985) <i>Ladybird, Ladybird</i> (1993) <i>Bhaji on the Beach</i> (1994) and <i>East is East</i> (1999). Alternatively, they may point to the continuing popularity of literary [<i>Room with a View</i> (1982) <i>Henry V</i> (1989) <i>Hamlet</i> (1990)] and heritage (<i>Chariots of Fire</i> (1981), <i>Gandhi</i> (1984), <i>Remains of the Day</i> (1993)] films, particularly during the social and economic dislocation of the 1980s and early 1990s, as evidence of British cinema's detachment from everyday life. Whatever line of argument is followed, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the nature of films and British society from the 1980s onwards, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is on the impact of the Beatles in the 1960s. Many candidates will start with Source 18 which presents a strong case in favour of the contention in the question. The more knowledgeable will be able pick up on the references to the Vietnam War, drug use and alternative religion and explore the Beatles' position on, and contribution to, these contemporary debates. However, the more perceptive may note that Inglis, to an extent, nuances his evaluation of the group by stating that the 'Beatles were perceived as innovators', the inference being that they were more the public face, rather than the initiators, of cultural and social changes. This can be cross-referenced with the point raised by Source 17 where a distinction is being made between the Beatles as 'leaders' rather than 'architects' of the new youth culture. Candidates should be able to support this line of argument from their own knowledge by elaborating on the socio-cultural changes that were taking place in the Sixties and the extent to which the Beatles merely reflected this wider movement. An alternative, and possibly more contentious, counter-argument to the view in the question is raised by Lennon in Source 16. Although he is in agreement with the opinion of Kozinn in Source 17 that the Beatles were the leaders of a new youth culture, he sees this as having no real impact on British society in the Sixties. However, in assessing the validity of this view, candidates should be aware of the provenance and note that not only is this typical of Lennon's propensity for the controversial soundbite when faced by the press, but also it comes in the aftermath of the group's split when he may have been inclined to downplay their significance. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the cultural shifts in the Sixties and the part the Beatles played in these, with a sharp focus on agreement or disagreement with the given view.</p>	

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