

# Mark Scheme (Results) Summer 2011

GCE History (6HI02/C)

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June 2011

Publications Code US028144

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> 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><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> 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><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> 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><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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>

3	13-18	<p>Candidates 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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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>

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



**AO2b (16 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-8</b>	<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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>9-12</b>	<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 the 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><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>13-16</b>	<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><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

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

### 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.

### 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
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

**C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929**

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>All three sources can be used both to support and challenge the contention in the question. They all point to traits within Nolan's character that contributed to the misinterpretation of Raglan's instructions and the subsequent debacle of the Charge. The allusions to Nolan's 'headstrong' nature (Source 3) and enthusiasm (Source 1) can be cross-referenced with the excess of zeal highlighted in Source 2 and the suggestion that this might have resulted in 'the terms of an order' (Source 1) being exceeded. Although Sources 1 and 2 agree that, in the immediate aftermath of the Charge, it was generally accepted that Nolan was most at fault, they both look to defend his actions. Source 1, perhaps unsurprisingly for an obituary, seeks to rehabilitate his memory by citing his acknowledged expertise as a tactician, while Source 2 looks to soften any criticism by pointing out that responsibility does not sit easily with the junior rank he held. This latter point can, to an extent, be supported by a close reading of Source 3. The choice of the 'ill-suited' Nolan as messenger and the failure to exchange 'friendly views' once the order had been delivered can be seen as indictments not of Nolan but of his superiors. Higher performing candidates should attempt to evaluate these conflicting views through a careful consideration of the source attributions. Thus, it may be noted that while Paget was reflecting on events he had witnessed, the authors of Sources 1 and 2 had to rely on received testimony at a time when passions were still running high. Equally, it could be argued that Paget, as a commander of the cavalry and hence a target for Nolan's criticism, may well have looked to defend his own reputation. Whatever the judgement reached, it must be backed by appropriate evidence and the best will be aware of the importance of evaluating references to Nolan's position as well as his actions.</p>	

Question Number	Indicative content	Mark
<b>1 (b) (i)</b>	<p>The question is focused on the strategic and operational impact of the Third Ypres campaign of 1917. Candidates may well start with Source 4 which, although it presents a challenge to the contention in the question, offers the received view of Passchendaele as a battle of mud, blood and futility. Groom's oblique references to the appalling conditions faced by the troops can be cross-referenced with Haig's acknowledgement that the 'greatest endurance' was required and Corrigan's admission that the weather limited any gains. This should provide a platform for candidates to deploy their own knowledge of conditions to present the campaign as one of futility and waste. The counter-argument is clearly presented in Sources 5 and 6, and the more knowledgeable should be able to develop some of the points raised by Corrigan to explore the impact of the campaign on the German army in terms of casualties, morale and position. Candidates should also be aware that there were some genuine operational achievements for the British army, such as success at Messines Ridge and the effectiveness of the 'bite and hold' tactic. Those performing at the higher levels will recognise the significance of the opening sentence in Source 4 and be aware that the controversy surrounding the campaign's objectives impacts directly on any evaluation of achievement. Thus, Haig's insistence that attrition rather than breakthrough was the primary objective casts the campaign in a much more favourable light. And here candidates may note that no mention is made of breakthrough in Source 5, though the self-serving nature the document will be appreciated by most. 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 impact of Passchendaele in both human and strategic terms, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
<b>1 (b) (ii)</b>	<p>The question is focused on labour relations during the First World War and the attitude of the industrial workforce towards the war effort. Sources 7 and 8 adopt diametrically opposed positions, with Gregory (Source 7) viewing the growth of worker agitation during the later stages of the war in relatively benign terms, while Tawney (Source 8) reads into it a more serious decline in patriotic fervour. Although Clarke, in Source 9, appears, on the surface, to support Gregory's thesis by asserting that union 'leaders patriotically responded to the nation's needs', the more astute will be aware of the qualification at the end. Candidates should look to develop the debate raised in the sources through their own knowledge by examining the methods by which the government attempted to regulate industry and the reaction of workers to these efforts. Thus, the impact of, and reaction to, DORA, the Munitions of War Act and the issues of dilution and skills differential raised in Source 9 are all valid areas for investigation. Equally, the effect the war had on price and wage levels will be relevant for those attempting to support Gregory's line of reasoning in Source 1. Higher performing candidates will be aware of the importance of correlating any shifts in labour relations with the changing fortunes of war. 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 extent and causes of industrial unrest during the war years, with a sharp focus on agreement or disagreement with the given view</p>	40

**C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question**

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 from Source 11 which highlights the unfavourable verdict on Mrs Jackson in both the original court hearing and in contemporary public opinion. This can be cross-referenced with the tone and content of Source 12. Most candidates should be able to pick up the <i>Aberdeen Weekly News</i>' confirmation that the courts initially ruled for Mr Jackson ('right upon his side') and the more astute will appreciate that the tone of the piece, even in the light of the Court of Appeal's overturning of the original verdict, is hardly hostile to Mr Jackson ('a romantic abduction'). This latter point is supported by Mrs Jackson's conciliatory, even congenial, attitude towards her husband in Source 10. Candidates can, however, also use all three sources to present a case for the counter-argument. The most obvious starting point will be Source 10 in which Mrs Jackson alludes to the force used against her person. The more astute may also suggest that her lack of enmity towards her husband could, to a large extent, be explained by the context of the interview. Source 12, despite the light-hearted tone, can be used both to confirm the violence of Mr Jackson's actions ('carrying off and keeping his wife captive') and to highlight that, legally, Mrs Jackson was, ultimately, found not to have been at fault. Although Source 11 puts stress on the hostility of the crowd's reaction, higher performing candidates may wish to question how representative of wider public opinion such a mob was. Indeed, the very best may even be able to place the scene in its cultural context by noting that such gatherings were commonplace in late Victorian England and were simply a chance to let off steam rather than a true reflection of popular feeling. Thus, in arriving at a judgement, the best responses will evaluate both the legal and popular responses to the Jackson case by close reference not only to the content of the sources but also their provenance and context.</p>	20

Question Number	Indicative content	Mark
<b>2 (b) (i)</b>	<p>The question is focused on the attitude of the Conservative party towards women's emancipation. Candidates may well start with Source 14 which supports the contention in the question, although the more astute will be aware of the qualification contained in Rees' assessment by noting that it was not women's suffrage per se that was the focus of the Conservatives' opposition but franchise reform in general. The gulf that Rees highlights between Balfour's rhetoric and his actions can then be cross-referenced with the description of Annie Kenney's meeting with Balfour in Source 15. Although Source 15 does not explicitly state that the Conservatives opposed women's suffrage, higher performing candidates will appreciate that the implication is that their attitude was one of disinterest if not disinclination. The counterview is presented in Source 13, with Smith asserting that by 1914 the Conservatives were largely supportive of the extension of female voting rights. From their own knowledge candidates can explore this debate further. Thus, the actions and attitudes of Disraeli, Salisbury and Balfour can all be examined, and here the more astute will be cognisant of the gap that existed between rhetoric and policy; hence the low expectations of Kenney in Source 15. Equally, those performing at the higher levels should note that the sources deal, for the most part, either explicitly or implicitly with the impact of female suffrage on parliamentary politics and will look to correct this imbalance by exploring the position of the grass-roots of the party. The best responses will, therefore, be able to reconcile the contrasting positions adopted in the sources by noting that their focus is on political pragmatism and not matters of principle. 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 nature and extent of the Conservative party's support for women's suffrage, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
<b>2 (b) (ii)</b>	<p>The question is focused on the development and erosion of job opportunities in the aftermath of the First World War. Candidates may well start with Source 16 which clearly supports the contention in the question, with Mayer highlighting the government's disinclination to continue with the increased employment opportunities of the war years. The more knowledgeable will be able to contextualise this by pointing to the post-war government's difficulty in dealing with rapid demobilisation and the impact this had on the employment market. Source 18 can be used to question Mayer's thesis, although the more astute will access the first two sentences from Source 17 to highlight the gulf that often exists between legislation and implementation. The sources in combination should provide candidates with a platform to debate the actions and attitudes of post-war governments towards female employment. Thus, the extent to which the Sex Disqualification (Removal) Act referred to in Source 18 was put into practice, the donation schemes for unemployed women and the Unemployment Insurance Act of 1920, the Pre-War Trade Practices Act of 1919 and the work of the Central Committee for Women's Training and Employment are all relevant areas for inclusion. Candidates should be rewarded according to the range and depth of evidence cited. Paula Bartley's list of firsts in Source 17 should enable candidates to extend the scope of their analysis to cover the practical impact of government regulations on female employment in the professions. Many candidates may well question the extent to which these 'firsts' provide evidence of significant improvement for the mass of women, although the more able will be aware of the importance of such breakthroughs in shaping public attitudes and expectations. The more knowledgeable will be able to develop the references made in the source to the various professions and provide evidence to support or challenge the assertion of improvement. 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 scope, nature and limitations of women's employment in the years following the First World War, with a sharp focus on agreement or disagreement with the given view.</p>	40



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