

Mark Scheme Summer 2007

GCE

GCE History (6521)

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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.

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 1 (6521) Mark Scheme

Generic Level Descriptors

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

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

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

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

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

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

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

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

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

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

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

(40)

AO1a and AO1b: 15 marks, AO2: 25 marks

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

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

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

Level 1 Simple Statements

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

(1-8)

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

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

- 1
(a) **Study Sources 1, 2 and 3**
How far do these three sources suggest that Henry VII's policies promoted justice and the rule of law?
Explain your answer using these three sources

(20)

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement with the statement could be seen include the fact that Source 1 makes it clear that Henry wanted the poor as well as the rich to benefit from his laws, and that he personally would ensure these were enforced. Areas of disagreement with the statement include Source 2 in which it states that Henry wished to keep all men 'obedient through fear'. When the rich were found guilty of any crime he 'fined them harshly', thus making examples of them. In this respect it discouraged his subjects from lawbreaking. In addition, Source 3 shows how the administration of justice was corrupted by the actions of the King's officials. In fact Fabyan accuses Dudley and Empson of bribing juries to ensure debtors were found guilty. Thus Sources 2 and 3 do not agree with the statement in the question.

- 1
(b) **Use Sources 3, 4 and 5 and your own knowledge**
Do you agree with the view that Henry VII used fines and punishments successfully to control and subdue the nobility in the period 1495-1509?
Explain your answer, using the three sources and your own knowledge.

(40)

Indicative content

Source 3 and 4 can be used to show that Henry VII's officials used fines and punishments successfully in order to control the nobility, Source 5 has specific examples to support this; Henry 'in his final years using the powers at his disposal . . . bonds, recognisances', exploitation of feudal dues and the increase in rents of royal lands to control and subdue the nobility. On the other hand Source 5 does go on to identify the fact that he over-used these punishments to the point where they created resentment and opposition. This is further reflected in Source 4 'many crossed over the sea to Flanders, to join the Pretender Perkin Warbeck'. Source 4 also argues against the view that it subdued them. In that 'many who had fallen into debt etc . . . or who believed they were not suitably rewarded for their pains on the King's behalf' conspired with other noblemen in Flanders against Henry. Own knowledge; despite all the above it is claimed that during this period of Henry VII's reign he was able to subdue and control the nobility through fines and punishments. In addition the defeat and execution of Warbeck, the Treaty of Ayton, the marriage alliance with Spain, the Intercursus Malus etc ended foreign support for Pretenders. There will be responses that simply describe, with varying degrees of accuracy, the ways in which Henry was able to control and subdue the nobility in the period 1495-1509. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, with some consideration of the ways in which Henry VII used fines and punishments to control and subdue the nobility. Candidates operating at Level 3 and Level 4 must have a clear understanding of the question in order to arrive at a judgement.

6521B - Paper 1B Mark Scheme
The World Turned Upside Down: Monarchy and Republic in England, 1642-53

1

(a) Study Sources 1,2 and 3.

How far do these three suggest that even the King's opponents were not convinced of the need to execute Charles I?

(20)

Explain your answer using these three sources.

Indicative content

Do not be too severe on candidates who make a detailed comparison of the two sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2 but no further. Areas of agreement with the statement are, Source 1, Fairfax states that if the King 'was not guilty of prosecuting the war for selfish reasons then he should be acquitted'. Further, Source 3 makes it clear that the prosecution and execution of Charles I was not popular, the people were confused by the law and perceived the execution to be cruel. But, the source counters this statement when it states that the people had long been misled by the corruption of justice and that Parliament had upheld the law and prosecuted the King fairly. Further areas of disagreement include Source 2, where it is suggested that the King was personally responsible for the deaths of 'many thousands of his best subjects' and 'authorised pirates of other nations to rob and kill his own subjects' thereby implying that the King deserved to be executed. Source 3 supports this view in that Kings should be held accountable for their actions.

1

(b) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the view that the Rump was dissolved purely to satisfy Cromwell's political ambitions?

(40)

Explain your answer using these three sources and your own knowledge

Indicative content

Source 5 can be used as the basis of creating a structured argument with specific examples that support the statement. It shows how Cromwell seized control of the process of the dissolution of the Rump Parliament and in Source 4 we can infer that he saw it as his duty to restrain the MPs who made up the Rump Parliament. On the other hand arguments against Cromwell's political ambitions can be seen in Source 6, which states that as a group of MPs the Rump were extremely unpopular and often were perceived as corrupt by Cromwell and others. This is supported by Source 4, which highlights how the MPs plan 'to keep themselves in office as well as the scandalous lives of the chief of some of them'. Issues related to the failure of the Rump need to be considered, as does the growing hostility between the army and the Rump. In addition in his role as the Lord General, Cromwell's fears that new elections would produce a large number of conservative MPs that would further oppose the role of army officers in the government need to be explained. There will be many responses that simply describe, with varying degrees of accuracy, the reasons why the Rump was dissolved and whether it was to satisfy Cromwell's political ambitions. Such responses can get to top of level 2. For access to level 3, focus must be on the question, with some consideration of the dissolution and its links to Cromwell's political ambitions. Candidates operating at Levels 3 and 4 must have a clear understanding of the question in order to arrive at a judgement.

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

1

(a) Study Sources 1, 2 and 3

How far do these three sources suggest that the New Poor Law was able to provide appropriate relief for the 'honest poor' (Source 3, line 15)

(20)

Explain your answer using these three sources.

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement could be seen include the fact that in Source 1 the Commissioners could in exceptional circumstances issue new rules in the administration of 'outdoor relief'. On the other hand disagreements can be seen in Source 2 which makes it clear that measures were introduced to dissuade individuals from seeking relief by making the workhouse the 'most repulsive residence'. Therefore only those who are utterly desperate will apply for relief. In addition Source 3 highlights the inadequacy of the New Poor Law. Inferences can be drawn from this about the failure of the Act to help the honest poor and destitute, those who through no fault of their own had been forced into poverty.

1

(b) Study Sources 4 and 5 and your own knowledge.

Do you agree with the view that it was primarily local self-interest which was responsible for opposition to the implementation of the Poor Law Amendment Act?

(40)

Explain your answer using these two sources and your own knowledge.

Indicative content

Source 4 can be shown to agree with the statement in that local self interest was responsible for opposition to the Poor Law Amendment Act, 'the shop-keeper who encouraged debt. The beer-shop keeper where the majority of benefit was spent and the little farmer or lime-kiln owner who used poor relief to subsidise low wages. Source 5 on the other hand reveals how in the industrial areas poor relief was adapted to meet the cyclical depressions. However, when the Poor Law Commissioners applied the new regulations to these areas whole families were removed to the workhouses. This met with resentment from the local Guardians, magistrates, mill and factory owners who only wanted short term relief. Source 5 also reveals opposition to centralisation or interference in local issues by 'Londoners' who had little knowledge of how the north managed lay-offs, unemployment etc. Own knowledge could include the fear by industrialists that the cost of building workhouses large enough to house all those who might need relief in times of depression would be enormously costly. The interference of those in the south who did not understand the nature of industry in the north. There will be responses that simply describe, with varying degrees of accuracy, the view that it was primarily self-interest which was responsible for opposition to the implementation of the Poor Law Amendment Act. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, with some consideration of the nature of the opposition. Candidates operating at Level 3 and 4 must have a clear understanding of the issues in order to arrive at a judgement.

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

1

(a) Study Sources 1, 2 and 3.

How far do these three Sources suggest that suffragette militancy weakened the struggle for the vote in the period 1910-13? Explain your answer using these three sources.

(20)

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas of agreement include Source 1 which clearly states that 'the illegal actions of a relatively small number of women members of the WSPU . . . may prove to be the gravest hindrance to the cause of women's suffrage to which we are devoted'. In addition Source 2 supports these views when MacDonald states 'I have the very strongest objection to childishness . . . these window-breaking expeditions are simply silly and provocative'. On the other hand Source 3 whilst acknowledging the policy of violence maybe 'unwise' disagrees with the statement in the question, 'we know that their motives are based on loyalty and devotion to women's suffrage'. This is further supported when Catt blames the 'British government for the agitation against the suffragettes'. In conclusion Catt states that 'the women's suffrage movement owes to these women a tremendous obligation for the seizing of public attention and the public discussion now taking place', also the fact that these activities had led to a world-wide discussion on the question of women's suffrage.

1

(b) *Use Sources 4, 5 and 6 and your own knowledge.*

Do you agree with the view that in the years 1909-18 the growing influence of the suffrage campaign owed most to closer relations between working-class and middle-class suffragists? Explain your answer using these three sources and your own knowledge.

(40)

Indicative content

Source 4 can be used as the basis of a structured argument in support of the statement. It clearly shows how the trade unions were beginning to support the franchise for women, 'we are rapidly drawing to our side all the trade unions of the country, who are now making our cause their own'. In addition Source 5 supports Source 4 and goes on to explain why the anti-suffragist trade unions were won over, 'The 'democratic suffragists' as they have been called, began to recruit working-class women'. The significance of the pact with the Labour Party also led to 'fostering closer contact between middle-class feminists and the working-class women'. Due to a change in strategy the middle-class NUWSS saw their membership rise from 12,000 in 1909 to over 50,000, possibly because of increased working-class women's support. However, areas of disagreement can be found in Source 6, 'public opinion on the suffrage issue had changed remarkably since the war began'. This source clearly argues it was the impact of women's work in the First World War that led Asquith and the Liberal government to reconsider their stance on the extension of the franchise to women not the growing influence of the suffrage campaign or closer relations between working class and middle class suffragists. Own knowledge could focus on the activities of the WSPU and the amount of public debate this created in terms of growing influence. Also the growing disillusion mentioned in Source 5 about the failure of the Conciliation Bills since 1910, or even explore the impact of the war on public attitudes towards women and the extension of the franchise. There will be many responses that simply describe, with varying degrees of accuracy the growing influence of the suffrage campaign and the closer relations between working class and middle class suffragists. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question. with some consideration of the stated factor. Candidates operating at Level 3 and 4 must have a clear understanding of the issues in order to arrive at a judgement.

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

1

(a) Study Sources 1, 2 and 3.

How far do these three sources suggest that Trotsky was the key figure in the Bolshevik seizure of power in October 1917? Explain your answer using these three sources

(20)

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Sources 2 and 3 agree with the statement that Trotsky was a key figure in the Bolshevik seizure of power. Source 2 written by Trotsky highlights how the leadership of the Bolsheviks would 'have prevented the Revolution from occurring' if neither Lenin or Trotsky were there. However, one can infer from this Source that Lenin was in many ways a more influential figure, 'the October Revolution would still have taken place, on the condition that Lenin was present and in command'. Whereas in Source 3, Stalin clearly states that it was 'the practical organisation of the uprising by Trotsky . . . and that the party was indebted first and foremost to Trotsky for the Petrograd garrison's prompt going over to the Soviet'. He also praises the work of the Military Revolutionary Committee in which Trotsky played a prominent role. Disagreement can be inferred from Source 1 where Reed points out that 'Alone . . . Lenin and Trotsky stood for insurrection . . . A vote was taken. Insurrection was defeated.' However, he views the workers as being responsible for the insurrection. After the vote had been taken, 'Then arose a rough workman. . . Have it your own way, but I tell you now if you allow the Soviets to be destroyed, we are through with the Bolsheviks'. This therefore implies that it was the Petrograd workers who were responsible for the seizure of power in October 1917.

1

(b) *Use Sources 4, 5 and 6 and your own knowledge.*

Do you agree with the view that Tsar Nicholas II's personal inadequacies were responsible for the downfall of the Romanov dynasty in February 1917? Explain your answer using these three sources and your own knowledge.

(40)

Indicative content

Source 6 can be used to establish an argument that both supports and disagrees with the statement. Areas of disagreement in Source 6 show that from 1905 Nicholas II had agreed to the sharing of the government of Russia with the people and the elected Duma but this was short lived. Areas of agreement in Source 6 show that the Tsar personally undermined the reforms initiated by the October Manifesto by refusing to recognise the Duma as a future partner in government, he changed the electoral laws and consistently fired or distrusted able Ministers. Source 5 supports this view and shows how Nicholas II continued to adhere to the principle of ruling as an autocrat. The source further reveals his personal inadequacies in terms of his indifference towards minister's reports on the progress of the war and the belief that when threatened Nicholas II could become 'cunning, obstinate and cruel.' Source 4 further reveals his personal inadequacies, his inability to understand the impact of the war on the Russian people, 'the good of her people demand this war to be waged to a victorious conclusion no matter what'. Further, from this source we can infer that Nicholas blamed the popular domestic upheavals for his abdication. By implication he believed that it was his duty to abdicate in order to quell the popular unrest and allow the government to wage war more effectively. Other knowledge could focus on other areas of personal inadequacies his dependency on his wife to run the government whilst he was at the front and the influence of Rasputin. The impact this had on his support and the response from the army and nobility and failure to support him in 1917. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which Nicholas II's personal inadequacies were responsible for the downfall of the Romanov dynasty. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, with some consideration of whether personal inadequacies were responsible for the abdication of the Tsar in March 1917. Candidates operating at Level 3 and 4 must have a clear understanding of the debates in order to arrive at a judgement.

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

1

(a) Study Sources 1, 2 and 3.

How far do these three Sources support the view that, in the years 1921-24, Hitler sought control of the Nazi Party only to gain personal power? Explain your answer using these three sources.

(20)

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement can be seen include the fact that Source 1 makes it clear that Hitler wanted personal control of the new National Socialist Party, 'he demands that he shall have a sole and absolute dictatorship'. Source 3 supports this view, at his trial Hitler clearly states that his sole desire is to establish a dictatorship. However, the motives for this are different to those highlighted in Source 1 where he just wants control of the Party. In Source 3 he wishes to become a dictator not for personal benefit but to save Germany and that all his actions are a result of this motive. He views it as 'his duty to step forward and overthrow the corrupt system'. In addition Source 2 disagrees with the stated view, in this source Hitler clearly wants revenge for all the Germans who had died in the war and who he believes had been betrayed by the 'November criminals', by implication the Weimar governments. Here he is not focusing on personal power but on calling to account the Weimar governments for their 'betrayal' of fallen comrades.

1

(b) *Use sources 4, 5 and 6 and your own knowledge.*

Do you agree with the view that intrigue among leading members of Germany's political and business establishments was primarily responsible for Hitler's rise to power in the years 1932-33? Explain your answer using these three sources and your own knowledge.

(40)

Indicative content

Source 5 can be used to show agreement with the statement in that leading industrialists supported Hitler's nomination as Chancellor and were pressurising Hindenburg into trusting Hitler. Source 4 on the other hand shows the reactions of the political establishment to the resignation of Brüning and how this was used to the benefit of the Nazis, the lifting of the ban on the SA by the President. However, Goebbels recognises that it is not Hitler who is about to be appointed as Chancellor, therefore he wants new elections in order to put further pressure on the President to appoint Hitler as Chancellor. This is supported in Source 6 where it shows how 'Nazis electoral success surged to a new peak of 37.3 per cent of the vote'. However, Source 6 also disagrees with the stated factor in the question in that it states quite clearly that 'for significant numbers of the German population, a vote for the Nazis was primarily a protest against the failures of the parties of the Weimar Republic and the political system itself. It was this protest vote' that was ultimately responsible for Hitler's rise to power and not intrigue amongst the political and business establishments. Other own knowledge could include the role of the SA, propaganda and public support for Hitler and the Nazis and the impact of the economic depression in the years 1932-33. There will be many responses that simply describe, with varying degrees of accuracy the intrigue among the leading members of Germany's political and business establishments and Hitler's rise to power in the period 1932-33. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, with some consideration of 'intrigue' and its links to Hitler's rise. Candidates operating at Level 3 and 4 must have a clear understanding of the debates in order to arrive at a judgement.

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

1

(a) Study Sources 1, 2 and 3.

How far do these three Sources suggest that by 1932 the Depression had utterly damaged confidence in the prospect of recovery in the United States? Explain your answer using these three sources

(20)

Indicative content

Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the question. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas of agreement could be seen to include the fact that Source 1 makes it clear that the American public had lost confidence, as Roosevelt appeals to them to stand together to restore prosperity. Source 2 shows their total loss of confidence as the impact of the economic crisis begins to affect every level of society and their standard of living 'unemployment became a hideous fact and tore at individual' self-esteem'. Source 3 reveals how state agencies had likewise lost confidence as they struggled to help individuals cope with the impact of the Crash. This together with the limited funds they had shows their disillusion. Areas of disagreement are clearly to be seen in Source 1, when Roosevelt calls upon all Americans to support his campaign for President and in return he will restore their confidence in the federal and state governments. Source 2 likewise states in the opening section, that the smash of 1929, did not of itself shake peoples conviction in America. Initially they viewed it as short term. The reality only set in when they were unable to pay their bills etc.

1

(b) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the view that investment in the stock market was primarily responsible for the economic boom of the 1920s? Explain your answer using these three sources and your own knowledge.

(40)

Indicative content

Source 4 can be used to show how investing in stocks and shares was viewed as a positive activity and this did contribute to economic prosperity. However, Source 5 disagrees with this view by stating that the economic boom was the result of new technology, 'especially the automobile industry' and those industries linked to it, 'rubber, steel, oil, road construction etc'. Therefore, as far as McElvaine is concerned this industrial boom 'helped to fuel optimism and the belief that anyone could get rich'. Source 6, supports the view in Source 5 and offers other reasons for the economic boom, the war allowed America's manufacturing capacity to grow as European industries were disrupted by the war. It also permitted America to 'capture many European markets'. Finally, throughout the 1920s the US 'flooded the world with products, assembly plants and investment capital'. Own knowledge could focus on the easy credit facilities that fuelled the massive consumer booms in the 1920s, free market policies of the Republican governments, mass production techniques pioneered by Ford, growth of corporations and the expansion of leisure industries. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which investment in the stock market was primarily responsible for the economic boom. Such responses can get to the top of Level 2. For access to Level 3 focus must be on the question, with some consideration of the other factors that contributed to the economic boom. Candidates operating at Level 3 and 4 must have a clear understanding of the debates in order to arrive at a judgement.

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