

Mark Scheme Summer 2007

GCE

GCE History (6522)

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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.

Date of marking

Do NOT date scripts. Each script should be numbered consecutively and marking should be completed in centre number order.

Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. Do not write comments in the right hand margin. The level awarded should be noted in the left-hand margin as L1, L2 etc.

Annotation

The marking of questions is discussed in paragraph 5 below. Examiners must ensure that their marking is not only accurate and consistent, but that it is easy to follow. Marking conventions as described in the mark schemes and exemplified at standardisation must be followed. Every answer must show evidence in the body of the work that it has been marked.

Answers should be analysed as follows:

Underline with a straight line the key points of reasoning and argument, indicate flawed reasoning, irrelevance or error with a wavy line (in the left hand margin if the passages are lengthy).

A cross or encirclement may be used for errors of fact, a question mark may be used to indicate a dubious or ambiguous assertion, an omission mark to indicate the absence of material that might reasonably be expected.

Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded

according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit. Analytical links indicated in such a way in a final, hurried, part of an answer should be given credit.

Where one word or single phrase answer is appropriate to answer a sub-question, candidates should not be penalised for using note form. If you encounter the use of note form in a sub-question which requires extended writing, treat it on its merits. Unintelligible or flimsy notes will deserve little, if any, credit. If an answer consists of notes which are full and readily intelligible, award it the appropriate conceptual level but go to the bottom end of that level.

Comments by examiners on answers and on scripts

Examiners should feel free to comment on a part of an answer, a whole answer or a complete script to clarify the basis on which marks have been awarded. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage. These comments must represent professional judgements and must be related to the criteria for the award of marks. Negative comments should not be employed as an opportunity to vent the examiner's frustration! For example, 'Irrelevant' may be an acceptable comment, 'hopeless' is not.

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.

Rubric offences

A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.

An answer that offends against the rubric and that does not score should be indicated thus: QU. 2. RUBRIC OFFENCE. DO NOT SCORE.

Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Principal Examiners at the conclusion of the awarding meeting.

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. In such cases, the examiner should make a brief explanatory note on the script.

Quality of written communication level descriptors

Level 1

Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

Level 2

Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

Level 3

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.

Level 4

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.

Generic Level Descriptors

- (a) Target: Description of a particular development or situation (AO1a and AO1b) (20)

Awarding marks at key mark points and within level bands

- Level descriptors provide the first stage of assessment.
- Using the level descriptions for each question, decide first on the level into which any given response falls.
- If the response is clearly within a particular level, go to the key mark point, of the mid band.
- To decide on the appropriate band within the level, work up or down from the mid-band key mark point according to:
 - the range and depth of coverage
 - amount and accuracy of supporting information
 - the consistency with which the standards are maintained
 the quality of written communication.
 This may mean a different mark within the mid-band, or movement into a different band.
- If the answer is perceived as falling within the high or low band, rather than at mid-level, always go first to the key mark point of the high or low band relevant to the level. You can then move up or down within the band to fine tune the marks awarded
- Reserve the bottom mark of each level for border line responses. If in doubt between levels, award the bottom mark of the higher level.

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

Simple statements giving information about the topic indicated by the question. Material will be partial but relevant, and there will be some accurate reference.

(1-6)

Level 2 Developed statements

Developed statements giving information in some detail about the topic indicated by the question. Material will be selected for its relevance to the question, but links and significance may be implicit rather than explicit as in L3. For low marks within the range, brief or generalised development may be offered, but for 10 marks and above there will be some precise exemplification. The range of material offered may also be limited, with no more than two or three statements depending on the extent to which they are developed.

(7-16)

Level 3 Developed explanation

Developed description of aspects and elements of a situation as indicated by the question. At this level, material should be detailed and candidates should be able to draw out the implications of the material they are selecting, i.e. to indicate reasons for its selection and establish its relationship to the question and/or to other elements in the situation. Range will be reasonable, but candidates cannot be expected to produce an extensive response in the time allowed. Range/depth may be no greater than at the top of L2 - the extra requirement for L3 is the inclusion of explanatory links.

(17-20)

(b) Target: Analysis of causation (AO1a and AO1b)

(40)

Awarding marks at key mark points and within level bands

- Level descriptors provide the first stage of assessment.
- Using the level descriptions for each question, decide first on the level into which any given response falls.
- If the response is clearly within a particular level, go to the key mark point, of the mid-band.
- To decide on the appropriate band within the level, work up or down from the mid-band key mark point according to:
 - the range and depth of coverage
 - amount and accuracy of supporting information
 - the consistency with which the standards are maintained
 - the quality of written communication.

This may mean a different mark within the mid-band, or movement into a different band.

- If the answer is perceived as falling within the high or low band, rather than at mid-level, always go first to the key mark point of the high or low band relevant to the level. You can then move up or down within the band to fine tune the marks awarded

Reserve the bottom mark of each level for border line responses. If in doubt between levels, award the bottom mark of the higher level.

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)	16
	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**
Simple statements about the reasons for a particular outcome indicated by the question. The treatment is likely to be generalised, material will be partial but there will be some accurate reference. (1-8)
- Level 2 Developed statements**
Developed statements, which offer predominantly accurate material about the reasons for a particular outcome as indicated by the question. There will be some focus on causation, i.e. a narrative response will include some links to causation, or, a response may present causal factors but with limited support or range. At this level, causal links will be implicit rather than fully expressed. For low marks within the level the supporting material may be generalised, but at 13 marks and above there will be some accurate exemplification. (9-20)
- Level 3 Developed explanation**
Developed explanation of why a particular outcome took place as indicated by the question. The evidence selected should be accurate and reasonably precise and detailed, and arguments should be adequately supported. The response will offer reasonable range as well as depth but coverage of issues and events cannot be exhaustive in the time allowed. High marks within the level require coverage of the major elements of the situation, i.e. a balanced response, but candidates should not be penalised for failing to cover a particular factor unless it is clearly central to the question. Causal links between factors and outcome will be clear and some at least will be explicit, but factors will be treated separately, with links between factors seen as cumulative. A combination of factors (or their relative importance) may be asserted, but will not be analysed or explored fully. (21-35)
- Level 4 Sustained argument**
Sustained argument, which focuses exclusively on causation and which supports the arguments made with detailed and precisely selected information. As at level 3, expect both range and depth, with all main factors considered, but coverage cannot be exhaustive. At this level, candidates should be able to establish explicit links between factors and outcome, and also explore links between factors, to show how they combined and interacted. Alternatively, the candidate may demonstrate the relative importance of different factors. (36-40)

6522A - Paper 2A Mark Scheme
Monarchs and their Servants: Henry VIII and Charles I

Option I - The King's Faithful Servant? The Age of Wolsey, 1509-29

- 1
(a) *What were the key features of Wolsey's relationship with parliaments in the years 1513-29?* (20)

Indicative content

The focus of the question is on the ways and means used by Wolsey to deal with parliament as an institution as evidenced from the different parliaments with which he had to meet in his years of power. Candidates are not required to describe events in all of these parliaments, but to pick out the key features of Wolsey's relationship with both MPs and Lords across a range of parliamentary sessions, which tended to be negative. Candidates are likely to focus on Wolsey's efforts to gain financial help and raise taxes as a cause of tension, but there were also difficulties over enclosures, religion and the Church and the role of Court factions. Those who describe events will be marked within levels 1 and 2 according to range/depth of relevant material. For L3 candidates need to explicitly define 'key' features and demonstrate their significance with relevant worked examples.

- 1
(b) *Why did Wolsey do so little to reform the Church in England during his years in power?* (40)

Indicative content

The focus of the question is Wolsey's failure to attack abuses in the Church, despite the extensive power that he acquired as Papal Legate. Many candidates are likely to argue that Wolsey himself benefited from the abusive practices, and to describe his actions and exploitation of the Church across the period. A well-developed response of this kind can reach high L2, because it has causal focus, but it is essentially mono-causal, and therefore cannot reach L3. L3 responses will have some range as well as well as depth of support, and will offer explicit causal links to explain why Wolsey did so little. These can include his pre-occupation with secular affairs, the attitude of the king, the needs of diplomacy and the role of vested interests as well as Wolsey's own greed and exploitation. Candidates may argue that the demand for reform was not pressing, and/or point out that Wolsey did take some measures, but neither argument is fully focused on the question unless it is explicitly made so. Such arguments may be rewarded at lower levels, but a response that relies primarily on denying the problems that existed will not score highly. Those who can explain the interaction of different factors, or demonstrate their relative importance can access L4.

- 2
(a) *In what ways did the character and personality of Henry VIII make him effective as a monarch in the years 1509-21?*

(20)

Indicative content

The question is focused on the character and actions taken by Henry, and the ways in which they demonstrated the art of kingship. Candidates will therefore need an understanding of the political realities of the period and the system of government in order to score well. They may consider Henry's image - his skills as a sportsman and warrior, his abilities as a courtier, musician, intellectual pursuits and abilities as a scholar. They may also consider his political awareness, his ability to demand and inspire loyalty, his judgement and selection of advisers, his occasional ruthlessness, his use of patronage and his political priorities. Those who describe aspects of his character will be marked within levels 1 and 2 according to the range and depth of relevant material. L3 responses will require explicit links to relate characteristics to the requirements of sixteenth century monarchy. The question implies an emphasis on positive aspects - negative focus on weaknesses can only be rewarded if clearly relevant.

- 2
(b) *Why did Henry VIII have only limited success in foreign policy in the years 1509-29?*

(40)

Indicative content

The main focus of the question is on the failures and limitations of Henry's foreign policy. Candidates who describe the successes achieved will need to show that the material is applied to the question, either implicitly for L2 or explicitly for L3 and above. Reasons for failure/limitations can include a range of factors - the relative power and resources of England alongside continental powers, financial problems, the role of individuals including Henry himself, other monarchs, and Wolsey, diplomatic complications, and towards the end of the period, the influence of the divorce issue. Those who describe problems or offer a predominantly narrative account will be marked in levels 1 and 2 according to the range/depth of relevant material. L3 responses require explicit links between factors and failures, with progression based on range/depth of material as well as the development of explanatory links. Those who can demonstrate the interaction and/or relative importance of different factors can access L4.

Option II - Personal Rule and the Crisis of Monarchy in Britain, 1629-42

3

- (a) *Describe the nature and significance of the Hampden Case of 1636-7.*

(20)

Indicative content

The focus of the question is on the impact of the Hampden case in the evolution of the personal rule of Charles I. Candidates can consider the issues involved and a range of effects of the case - the publicity and awareness created by the bringing of the case, the significance of the legal outcome in establishing Ship Money as a regular tax that could be set centrally and levied without calling a parliament, and the alternative significance of the outcome in showing the divisions among the judges and indicating the doubtful legality of what Charles was doing. Clarendon described the reactions among the gentry to the decision, and resentment of such legal compulsion, and difficulties in collecting the tax escalated from 1638, when it was published, and candidates can refer to such evidence to indicate significance. Candidates who describe the case and its outcome, or offer an essentially narrative response will be marked within levels 1 and 2 according to range and depth of material. L3 responses will require explicit consideration issues (nature) and/or of its significance. The question does not ask for an assessment of significance, and candidates who seek to challenge the importance of the case can only be rewarded if the material is made clearly relevant and not included at the expense of positive arguments. Candidates who address all three aspects indicated as having significance will demonstrate range and depth of understanding, and are likely to achieve full marks.

3

- (b) *Why did the attempt to extend religious changes to Scotland in 1637 lead on to the collapse of the Personal Rule in England in 1640?*

(40)

Indicative content

The focus of the question is on the effects of the Scottish rebellion, and Charles's failure to suppress it, on his position in England. The obvious response is that the Prayer Book provoked a rebellion and forced Charles to recall parliament in England in order to suppress it. Candidates who offer a largely narrative response describing these events will be marked within levels 1 and 2, although the inclusion of clear causal links between rebellion, finance and the recall of parliament can take a response to borderline/low L3. Those who explain why religious changes provoked rebellion in Scotland can be rewarded for the material, but a response that does not link this to problems in England will be imbalanced, and should not go beyond L2. Secure L3 responses will require both greater range and developed causal links to the collapse of the Personal Rule. Candidates can, for example, consider why Charles was unable to suppress the rebellion in 1637-9, and show that lack of support/ opposition to the Personal rule in England was already affecting events. They may also refer to the religious fears in England, highlighted and increased by Charles's policies in Scotland, thereby developing the links and interaction between Charles's different kingdoms as a causal factor. Candidates should be given some flexibility in deciding when the Personal Rule 'collapsed' - those who go beyond the Short Parliament to explain widespread resistance to Charles's demands in the summer of 1640 may well offer a more developed explanation, but candidates should not be directly penalised if the response ends with the calling of the Short Parliament. Those who can demonstrate the interaction and/or relative importance of different factors will access L4.

- 4
(a) *In what ways did Laud's political power and influence create opposition to the Personal Rule of 1629-40?* (20)

Indicative content

The question is focused on Laud's role in secular government and the influence that he wielded in secular administration during the years of personal rule, which was deeply resented by both nobility and gentry for various reasons. Candidates are likely to refer to the Books of Orders, the appointment of Juxon, and the treatment of Burton, Bastwick and Prynne at Laud's behest. However, the Prerogative Courts included the High Commission, which accesses the role of the Church courts as well as Laud's attempts to increase the role and status of the clergy. All of these issues can be related to the fear of Catholic influence and practices - hence religious issues can be relevant. Those who address such issues in general terms, or offer only implicit links between religious and secular concerns, will not go beyond L2. For L3 there will need to be an explicit focus on Laud's secular role, related to particular outcomes in creating opposition, and/or developed links between his religious policies and his impact in secular matters.

- 4
(b) *Why were the prospects of a peaceful settlement between King and Parliament in England seriously damaged by rebellion in Ireland in 1641?* (40)

Indicative content

The focus of the question is on the impact of the Irish rebellion and the reasons why it helped to bring about war rather than a settlement between King and Parliament. Candidates can focus on the nature of Anglo-Irish relations and the fears generated by Catholic rebellion, to explain why the opposition in parliament reacted with extreme measures that increased tension with the king and led to further hostility. Candidates can also consider the king's reaction and his failure to respond quickly as a factor in creating opposition fears. It is also relevant to show how opposition measures, such as the Militia Bill and the Grand Remonstrance served to divide parliament, allowing the king to rally support and take counter-measures such as the attempted arrest of the Five Members. The question does not require candidates to trace events to the outbreak of war, but they will need to demonstrate the growth of hostility. Those who describe actions or offer a predominantly narrative account of events will not go beyond L2. L3 responses require explicit causal links between events in Ireland and those that followed in England, or explicit consideration of the nature of the Catholic threat and the responses generated in the English Court and parliament. Good L3 responses at 30 marks and above should address both underlying fears and the actions generated by them, while those who can demonstrate the interaction of factors and individuals, and/or their relative importance, can access L4.

6522B - Paper 2B Mark Scheme
Health, Welfare and the Constitution in Nineteenth and Early Twentieth Century Britain

Option I - The Health of the People: Public Health and Social Policy, 1832-75

- 1
(a) *In what ways did Edwin Chadwick contribute to the improvement of Public Health provision in the years 1842-54 ?* (20)

Indicative content

The focus of the question is the work carried out by Chadwick to improve the state and conditions of public health in Britain in the years following the cholera outbreak of 1831-2. Candidates can consider his role as a civil servant as well as the individual actions and measures for which he was responsible. Candidates should focus on the 1842 Report and on his work for the Central Board of Health after 1848, but may interpret the dates as referring to his active years, and also consider their impact over a longer period. This cannot, however, be required and candidates can reach L3 without any such reference. Those who describe his actions or offer a predominantly narrative account will be marked within levels 1 and 2, according to the range and depth of relevant material offered, while L3 accounts require explicit links to demonstrate his contribution to progress.

- 1
(b) *Why was there so much resistance to Public Health reform in the years 1832-75?* (40)

Indicative content

The question is focused on the obstacles that delayed effective public health provision and slowed the pace of reform in the years 1832-75, and in particular, the resistance to new legislation. Factors can include attitudes and lack of understanding, financial constraints, mistakes made by individuals such as Chadwick, the nature of parliamentary representation, the influence of local interests, and dislike of compulsion by central authority as reasons for a lack of progress. The question has a wide temporal focus, and responses will need to balance range and depth. Candidates will not necessarily be able to offer detailed reference across the whole period. A narrative account of reform is unlikely to go beyond L2, although the inclusion of some causal links to delays and obstacles can take such a response to borderline/low L3. However, candidates who utilise a chronological structure to explain slow progress may well access L4, as will those who highlight factors that operated across all or much of the period. Better responses will consider a range of factors, although not necessarily in equal depth and detail. For L3 candidates will need to provide clear explanatory links to show how different factors encouraged opposition, while L4 requires some explanation of their interaction and/or relative importance.

2

(a) *What were the key features of the 1875 Public Health Act?*

(20)

Indicative content

The focus of the question is on the nature and significance of the Act as defined and explained in 'key' features. Candidates may also consider the circumstances in which it was passed, and/or its effects, if they wish to consider its impact as a key feature. Those who describe events, the provision of the Act, or its effects will be marked in L1 or L2 according to range and depth of relevant material. For L3 candidates need to explicitly define 'features' and offer supporting material to demonstrate that they are 'key'.

2

(b) *Why did attitudes towards compulsory Public Health provision change in the years 1848-75?*

(40)

Indicative content

The focus of the question is the reasons why, by 1875, opinion in favour of compulsory public health provision had increased to the point where the 1875 Act became possible. The dates invite candidates to begin with the effects and achievements of the 1848 Act, but the cholera outbreak of 1865-6 and the growth of medical knowledge and understanding into the 1870s are also important. Responses that describe developments will be marked within levels 1 and 2 according to range and depth of relevant material. Similarly, those who offer a mainly narrative account will not go beyond L2, although the inclusion of some links to progress can access low L3, and the use of a chronological structure to show interaction can access L4. For L3 candidates will need to develop explanatory links to show why events led to increased support, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.

Option II - Welfare and the Constitution: the Liberal Governments, 1905-15

3

- (a) *Describe the changes taking place in attitudes towards poverty in the years 1905-15.* (20)

Indicative content

The question is focused on the nature of attitudes towards poverty and the poor in this period. Candidates should address the growing understanding of poverty and its causes that encouraged new attitudes and measures, although the focus should be on the attitudes that emerged rather than the details of the research and experience that lay behind it. These can include a willingness to extend state intervention, the redistribution of wealth and the encouragement of National Efficiency, as well as the priority given to welfare concerns. Candidates may wish to describe traditional values in order to highlight the changes, but this cannot be a requirement at any level. They may also address the achievements and influence of 'new' liberals within the period. Description of actions and events should be marked within levels 1 and 2. L3 responses require explicit definition of changing attitudes and relevant worked examples to demonstrate their existence and significance.

3

- (b) *Why did the Liberal legislation of 1908-09 provoke a confrontation with the House of Lords in 1909-11?* (40)

Indicative content

The question is focused on the reasons for the constitutional crisis of 1909-11, and the role of welfare provision and the budget in creating it. Candidates should consider the underlying tensions and rivalry created by the House of Lords' obstruction of earlier legislation, the nature of the 1908-9 provision (essentially Old Age Pensions and the 1909 Budget), and the way that issues were handled by both Liberals and Conservative politicians. This can include, but does not require, an assessment of the role of Lloyd George. It is also legitimate to explain conservative attitudes, in order to show why the Lords reacted so strongly to the provocation. Those who describe events or offer an essentially narrative response are unlikely to go beyond L2. L3 responses require explicit causal links to show why the legislation led to a crisis, while those who explain the interaction of different factors can access L4. It is also legitimate to challenge the implications of the question and argue that the legislation of 1908-09 was less important than the underlying conflicts, and this can access L4 as part of a balanced response. It is not valid, however, to deny all relevance to the legislation, assert its lack of importance, and ignore its role, and a response that did so would be imbalanced, a borderline L3 at best.

- 4
(a) *Describe the key features of Liberal policies towards Ireland before the elections of 1910.*

(20)

Indicative content

The question is focused on the period before 1910, when the Liberals made little effort to address the demand for Home Rule and dealt only with more specific issues such as land. This offers at least two 'key' features - the nature of these issues, and the prevalence of neglect. Candidates who refer to Gladstonian attempts at Home Rule to highlight the contrast, implicitly or explicitly, can be rewarded at the appropriate level, but such material cannot be a requirement. Those who describe events in the relevant period, or offer a predominantly narrative account of measures, should be marked within levels 1 and 2 according to range/depth of relevant material. L3 responses require explicit definition of 'key' features with relevant worked examples to support their existence and significance.

- 4
(b) *Why was resistance in Ulster to Irish Home Rule so determined and so effective in the years 1911-14?*

(40)

Indicative content

The question is focused on the nature of resistance to Home Rule in Ulster, specifying both determination and effectiveness as qualities to be explained. This requires candidates to consider the motives of the Ulster community to explain why resistance was so committed, and they may address economic, religious and cultural factors in responding to this aspect of the question. They will also need to consider the effectiveness of the resistance - its extent, leadership, and methods employed. In relation to this, it can be argued that a key factor was the support offered in England, by the Lords, Conservative leadership, some sections of public opinion, and parts of the establishment, such as the Army. Asquith's mistakes also contributed to the effectiveness of the resistance, but this will need to be made clearly relevant. Those who describe attitudes or offer a predominantly narrative account will not go beyond L2. L3 requires explicit causal links to show factors contributed to either determination or effectiveness, and secure L3 responses will address both aspects to some degree. Good L3 responses at 30 marks and above should offer reasonable balance, while those who can demonstrate the interaction of factors (or of determination and effectiveness), and/or their relative importance can access L4.

6522C - Paper 2C Mark Scheme
Reformation and the Catholic Challenge in Europe, 1517-63

Option I - Luther and the Reformation in Germany, 1517-55

- 1
(a) *In what ways did the political structure of the Holy Roman Empire contribute to the success of Lutheranism in the years 1517-30?* (20)

Indicative content

The question is focused on the structure and working of government and politics in Germany in this period, and on the significance of divided authority. Candidates can address the structure of the Holy Roman Empire, the relationship between Emperor, princes, knights and cities, and the role of the Imperial Diet. Candidates may consider the practical effects of this structure and address the way that different sectors worked together or failed to do so. They can also include the distractions and pressures faced by Charles V as well as rivalries between Popes and emperors, and their impact on relationships and events within Germany but they cannot be required to do so, and primary focus should be on the structure and internal workings of the Empire in Germany. The question does not specify or require reference to Luther's protests but L3 responses will need to relate the nature of the Empire to Lutheran success. Those who offer a descriptive or narrative response will not go beyond L2. L3 requires explicit links between conditions in Germany and the success of the Lutheran movement.

- 1
(b) *Why did Luther's ideas appeal to so many different sections of German society in the years 1517-26?* (40)

Indicative content

This is a straightforward question and candidates should be able to offer a range of reasons for Luther's success in these years. They can consider the context of his protest - the weaknesses of the Church, the complaints already published by other reformers, German sentiment and resentment of Rome, and popular discontent with religious dues and taxation. Mistakes made by the catholic authorities may be relevant, but their relevance needs to be made clear. Luther's ideas and ability to communicate them effectively, his preaching and writings, his deliberate targeting of different groups and sections are all relevant factors. However, good responses should be clearly focused on why he gained support from different social groups and sections, including peasants, urban sectors, clergy, knights, nobility and princes. Those who describe factors or offer a narrative account of the period should not go beyond L2. L3 responses require explicit causal links to demonstrate why different groups supported Luther. While some factors would create an appeal across different groups, others relate to particular groups most strongly. Responses marked at 30 and above should offer some explicit categorisation of support and the factors related to it, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.

- 2
(a) *What part did Frederick the Wise play in the establishment of a Lutheran movement in Germany in the years 1517-25?* (20)

Indicative content

The question is focused on the ways in which the character and actions of Frederick the Wise helped to establish the Lutheran movement in its early, dangerous years. Candidates should be aware that, although never a Lutheran himself, Frederick protected Luther from prosecution and enabled him to resist being summoned to Rome. The significance of his role as an Elector, especially in 1519, is relevant, as is his 'kidnapping' of Luther after the Diet of Worms. Candidates who describe his actions or offer a predominantly narrative account should be marked within levels 1 and 2 according to range/depth of relevant material. L3 responses require explicit links to show how Frederick's actions aided the Lutheran cause, while those offering range across the period as well as depth of support and development should score highly.

- 2
(b) *Why did Luther's influence and importance in the expansion and progress of Lutheranism decline after 1525?* (40)

Indicative content

The question is focused on Luther's declining role and powers in the years after 1525. Candidates can argue that before this date his role was crucial, to highlight the later contrast, but the main focus should be on events after 1525. Reference can be made to other reformers, to Luther's life and character and to his family distractions as reasons for his fading importance, but a key factor lies in the leadership offered by the German princes and the powers that they were able to exercise, with Luther's encouragement. Those who describe actions or offer a predominantly narrative response will not go beyond L2. L3 responses require explicit causal links to show why Luther gradually became less important, so that his death in 1546 had little effect on Lutheranism. Candidates are not required to make explicit reference across the whole period 1525-46, but good range should be rewarded within the appropriate level. Those who can demonstrate the interaction and/or relative importance of different factors will access L4.

Option II - Meeting the Challenge? The Catholic Reformation to 1563

3

(a) *Describe the key features of Catholic reform movements in the years 1530-45.*

(20)

Indicative content

The question is focused on the movement and individuals who worked to promote reform in the Catholic Church in the years 1530-45. These can be divided broadly into the Christian humanists like Pole, Contarini and the Oratories, who followed the direction set by Erasmus and tried to improve the spiritual quality of Roman Catholicism through the new learning and attack on superstition, and the more conservative reformers like Carafa and the Jesuits, who focused on spiritual renewal through austerity. The two were also divided in their response to Protestantism - the former looking for common ground and reconciliation, the latter for definition of differences and the re-assertion of Catholic traditions. Candidates are unlikely to offer an exhaustive range in the time available, but better responses should show awareness of the different approaches. Descriptions of groups and individuals should be marked in levels 1 and 2 depending on range and depth of relevant material. L3 responses will need to define and demonstrate key characteristics as features marking the different reform movements.

3

(b) *Why did the Council of Trent take action to reinforce, rather than reduce, the power of the Papacy in the years 1545-63?*

(40)

Indicative content

The question is focused on the work of the Council of Trent in defining Catholic doctrines, which was done in such a way as to re-assert traditional beliefs and practices, and to strengthen papal supremacy. Although the pontificate of Paul III and the influence of Carafa in this period did produce some spiritual revival, the wider objectives of the reformers and especially of the liberal reformers were not achieved and their efforts to promote debate and greater scope for individual interpretation failed. Reasons for this can include the failure of the Regensburg Colloquy in 1541 and the establishment of the Roman Inquisition in 1542, the role and attitudes of Paul III and the growing influence of Carafa and eventually his election as Pope, the distractions of Charles V and his rivalry with Francis I, the planning, organisation and handling of the Council of Trent, and the mistakes made by liberal reformers such as Pole. Descriptive or narrative responses will not go beyond L2. L3 responses require explicit causal links between the various factors and the limits of reform or success of reactionary forces in this period. Those who can demonstrate the interaction and/or relative importance of different factors will access L4.

4

- (a) *What were the main effects on the Roman Catholic Church of the failure of the Regensburg Colloquy in 1541-2?* (20)

Indicative content

The failure of the meeting at Regensburg marked the end of any real hopes that Catholic and Protestant theologians could come to agreement over issues such as salvation, the place of sacraments and the nature of religious authority. It was followed by the victory of reactionary forces within the Church, symbolised by the foundation of the Roman Inquisition in 1542. It played a key role in Paul III's abandonment of the humanist reformers and their suppression in the mid-1540s, and in the increased influence of Carafa within papal circles. Candidates who describe these effects in depth and detail can achieve L3 if the links between failure and effects are developed. However, candidates can also consider the impact on Charles V and his decision to attempt the military suppression of the Lutherans as part of a Catholic counter-reformation. L3 responses require links to be explicit, and those who can offer good range should be awarded high marks.

4

- (b) *Why did the Catholic attack on heresy become more militant in the decade after the death of Pope Paul III in 1549?* (40)

Indicative content

The focus of the question is the growth of hostility towards protestant heresy in the 1550s and the development of stronger forms of repression both within the Church and in states and kingdoms where Catholicism held power. Candidates can focus mainly on the Church and consider the strengthening of papal authority by the Council of Trent, the development of repressive machinery such as the Inquisition and Index, the role of individuals like Paul IV, and the increasingly aggressive missionary work of the Jesuits as their movement developed. Alternatively they can focus on the role of secular rulers and the reaction against protestant expansion in kingdoms such as England and France, and in other parts of northern Europe like the Netherlands. The abdication of Charles V and his replacement by Philip II is relevant, although his impact was not fully apparent by 1563. Either approach, if sufficiently developed and supported, can attain L3, but better responses will draw on both aspects. Descriptive or narrative responses will not go beyond L2, L3 responses require explicit causal links, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.

6522D - Paper 2D Mark Scheme
Challenges to Authority and the Struggle for a New Order in France and America in the Late
Eighteenth Century

Option I - From Colonies to Nation: America, 1763-87

- 1
(a) *What attempts were made by British governments to raise new revenue from the American colonies in the years 1763-70?* (20)

Indicative content

The question is focused on the measures taken to raise revenue in the aftermath of the Seven Years war, through duties such as the Sugar duties and Stamp Act. Candidates need to describe these measures in some depth and detail. However, the term 'attempts' to raise revenue goes beyond legislative measures and allows candidates to consider enforcement and the British reaction to American resistance, such as the Declaratory Act of 1766 and the various efforts made to enforce payment of duties. Candidates who describe measures and events, or offer a predominantly narrative account will be marked within levels 1 and 2 according to the range and depth of relevant material offered. For L3 candidates will need to consider how these measures and actions were intended to raise revenue to support British rule, or secure British rule in order to raise revenue.

- 1
(b) *Why did new taxes create such widespread opposition among American colonists in the years 1763-75?* (40)

Indicative content

The focus of the question is on the reasons for opposition and for its extent, which surprised the British at the time. Given the expense of defending the colonies and the new security that British expenditure had given them, the raising of taxes seemed not unreasonable. Opposition was partly created by difficult economic conditions, but the issue quickly moved from an economic to a political crisis, and after 1766 the issue that created opposition was that of 'no taxation without representation'. Candidates can also address the British handling of the problems, and events such as the Boston Massacre, to consider the implications of 'widespread'. Those who describe problems or offer a predominantly narrative account should not go beyond L2. L3 responses require explicit causal links to show why opposition developed, while good L3 responses require some focus on its range and extent. Those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

- 2
(a) *In what ways did the range and depth of opposition to British rule vary amongst the American colonists in 1774-75?* (20)

Indicative content

The focus of the question is the variation of attitudes towards the British on the eve of the war, both within and between the colonies. Given the time restrictions that exist, it is sufficient for candidates to consider the range and variation of climatic, economic, and therefore social, conditions that existed in different colonies, and to relate variation to this. Those who can also address the class differences within some colonies should be rewarded within the appropriate level. Descriptions of opposition, and/or of the varied conditions that influenced it, will be marked within levels 1 and 2 according to the range and depth of relevant material offered. L3 responses will need to establish explicit links between different conditions and/or attitudes, and the range and depth of opposition to British rule.

- 2
(b) *Why, despite their differences, did the American colonists come together to create a new federal state in 1787?* (40)

Indicative content

The question is focused on the motives and reasons that drove the creation of a Federal state in the years after victory. Given the variations described above, this was in some ways surprising. The question allows candidates to briefly outline such differences, but the main focus should be on explaining the emergence of a United States. Factors can include the need for self-defence, the economic benefits, the experience of co-operation during the war, the role of individuals like Jefferson, Washington and Adams, the need to maintain control internally, and the handling of the Philadelphia Convention. Those who describe actions or offer a predominantly narrative account will not go beyond L2. For L3 there will need to be explicit causal links showing how different factors contributed to the emergence of the United States, while those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

Option II - France in Revolution, 1776-94

- 3
(a) *In what ways did the ideas of the eighteenth-century Enlightenment undermine acceptance of divine-right monarchy in France in the years before 1789?* (20)

Indicative content

The question is focused on the impact of Enlightenment ideas in weakening the monarchy before the crisis of 1789. Candidates can consider the works of the 'philosophes' and consider the emphasis on reason, scientific principles, concern for social justice and support of political reform that characterised their thinking. Good responses will draw examples from a range of works and thinkers, and will focus on their ideas rather than their lives or actions. Hence claims that they did not intend revolution, or details of their lives will have limited relevance. Responses that describe ideas or offer a largely narrative account will not go beyond L2. L3 responses require explicit links to demonstrate the impact on the monarchy. Those who recognise the implications of 'divine right' and emphasise the impact of rational thinking upon an institution based on religious faith should be awarded high marks within the appropriate level.

- 3
(b) *Why were violence and terror such prominent features of Republican France in the years 1792-94?* (40)

Indicative content

The question is focused on the reasons why violence of all kinds, and the use of Terror in particular, became a feature of revolutionary France. Candidates can therefore address the activities of the 'sans-culottes' and the various risings against the revolutionary government, as well as the government-sponsored Terror of 1793-4. There is, however, no requirement to do so, and responses will be marked on the basis of depth as well as range. Reasons can include the specific grievances of the Parisians, reactions against revolutionary ideas, regional loyalties, the role of individuals, and the ideology of the Terror, as well as contextual factors such as the impact of war and foreign influence. Descriptions of violence or a predominantly narrative account will be rewarded within levels 1 and 2. L3 responses will require explicit causal links to show why various elements of violence and terror occurred. However, good L3 responses, at 30 marks and above will respond to the term 'prominent' and address either the range or the extent of violence and terror, while those who can distinguish and categorise the different forms and relate them to particular factors, will access L4, as will those who can demonstrate the interaction and/or relative importance of those factors.

- 4
(a) *In what ways did the personality and actions of Marie Antoinette contribute to the outbreak of war between France and Austria in 1792?* (20)

Indicative content

The question has a fairly narrow focus, requiring candidates to explain the role of Marie Antoinette in the outbreak of war rather than in the wider development of the revolution. This has two aspects - her role in encouraging the outbreak of war, and her role in the development of wider hostility between the two countries. Her relationship with the king, role in the flight to Varennes and her correspondence with Austria will clearly be significant. Candidates can also consider her attitudes, extravagance and long-term unpopularity but for reward at higher levels (top L2/L3) these will need to be linked, implicitly or explicitly at L3, to the coming of war. It is also valid to argue, however, that her unpopularity in the years before 1789 was as much a result of hostility to Austria as a cause of it. Descriptions of her actions, or a mainly narrative account, will be awarded marks within L1 or L2 depending on the range/depth of relevant material. L3 responses will include explicit links to show how her actions and personality contributed to the outbreak of war.

- 4
(b) *Why did the attempt to reform the monarchy in the years 1789-92 lead instead to its abolition?* (40)

Indicative content

The question addresses both the reasons for the failure of the constitutional monarchy, and the reasons for its abolition and replacement by a Republic. Reasons for the failure of the constitutional experiment of 1789-92 can include the difficulties of the general situation [the extent of reform needed and the difficulty of satisfying varied demands and interests] and specific mistakes or weaknesses on the part of those involved. These can include mistakes/criticisms of the measures enacted by the Assembly, and the attitude/resistance of the King or other vested interests such as the clergy. Reference can also be made to external pressures, the hostility from other powers, and the effects of war. Candidates who offer range and depth of material relating to these problems can attain secure L3. Good L3 responses, however, should also address the reasons for abolition - mistrust of the monarch, the growth of republican ideas, the role of the people of Paris. It is unlikely that candidates will be able to cover all factors in depth and detail, and they may not explicitly distinguish the failure of the constitutional experiment from the abolition of the monarchy, but high level responses should cover both points. Those who do distinguish should be awarded high marks within the appropriate level. For L3 there must be clear causal focus and links to failure/abolition, while those who can demonstrate the interaction or relative importance of different factors will be able to achieve L4.

6522E - Paper 2E Mark Scheme
A New Nation and the Rise of Fascism: Italy 1848-1925

Option I - The Road to Unification, Italy c.1848-70

- 1
(a) *Describe the role of Mazzini in encouraging demands for political reform in Italy in the years before the 1848 revolutions.* (20)

Indicative content

The question is focused on Mazzini's role as an agitator and campaigner for reform rather than his activities in Rome in 1848-9. This can include his early association with the Carbonari, his foundation of Young Italy, his writings and propaganda as well as his participation in failed revolts. Candidates can therefore describe his actions and his ideas, but L3 responses will need to consider his impact and the results of activities to create explicit links to the question. The concept of a 'role' allows both positive and negative impact to be considered, and explicit assessment of his significance should be awarded high marks if it argued and developed rather than merely asserted. Marks within all levels should be awarded on the basis of both range and depth.

- 1
(b) *Why did the attempts to implement political changes in Italy in the years 1848-49 mostly end in failure?* (40)

Indicative content

This is a straightforward and familiar question, and candidates can draw on a wide-range of factors. The term 'mostly' is included to accommodate the progress made in Piedmont, and there is no reason for candidates to challenge the premise of the question. Reasons can include Austrian recovery and strength, the intervention of France, the internal weaknesses and divisions demonstrated by the revolutionary groups, the role and actions of individuals such as the Pope and Charles Albert, and changes in the wider European context that worked against revolutionary success. Responses that are predominantly descriptive or narrative should not go beyond L2. L3 responses will require explicit causal links as well as some range and depth of support. Candidates are not required to address both internal and external factors, but it is difficult to conceive that sufficient range will be demonstrated for marks at 30 and above without doing so. Those who can demonstrate the interaction and/or relative importance of different factors will access L4.

- 2
(a) *Describe the impact on Piedmont of Cavour's programme of reform in the years 1852-59.*

(20)

Indicative content

The question is focused on Cavour's domestic reforms, and good responses will address a range of areas such as the economy, political system, social, cultural and military reforms. The term 'impact' allows reference to their effects within Piedmont, and on Piedmont's role in European affairs. Candidates can, therefore, draw on material relating to French intervention in Italy, but this must be clearly linked (implicitly at least) to Piedmont and Piedmont's role, while responses that focus primarily on that issue, and do not offer adequate description of the reforms themselves, will be imbalanced, and should not go beyond L2. Those who describe reforms or offer a predominantly narrative account will also be restricted to L2. L3 responses will consider a reasonable range of reforms and make explicit links to their impact and significance, either internally for Piedmont, or for Piedmont's role in Italian unification. High marks should go to those who do both.

- 2
(b) *Why did Piedmont's war against Austria in 1859-61 fail to unify the whole of Italy?*

(40)

Indicative content

Responses are likely to focus extensively on the role of France, first in withdrawing at the Peace of Villafranca, and then in remaining in control of Rome at the Pope's behest. Some candidates may also refer to the cession of Nice and Savoy as the price of gaining control of the Central Duchies. Those who cover these aspects in depth and detail can attain low L3, but secure L3 marks and above will require some effort to address a wider range of factors. These can include Austrian strength and determination, the attitude of the Pope, and the limitations of Piedmontese strength and ambition. Those who explicitly demonstrate the links between these factors and the role and importance of France will access L4. Candidates may also refer to Cavour's actions and attitudes, but the role of Garibaldi should not be given significance. A descriptive or predominantly narrative approach should not go beyond L2 - L3 and above require explicit causal links. Those who demonstrate the interaction, and/or relative importance, of different factors will access L4.

Option II - Italy: the Rise of Fascism, 1918-25

3

(a) *What were the key features of the system of government in Italy in 1919?*

(20)

Indicative content

The question is focused on the nature of government in Italy at the end of the war, and in particular on its structural characteristics. Candidates can describe its origins if they wish, but this cannot be a requirement. The date of 1919 allows reference to the introduction of universal manhood suffrage and the extension of democracy as an event or a feature. Other features can include the use of Transformismo, the dominance of the liberals, the divisions among and between different parties, and the relative ineffectiveness of the system at this point. Reference may be made to post-war problems to support these features, and reference may be made to the foundation of the Fascist movement, but neither should be given central importance. Those who describe the situation in Italy in 1919, or offer a predominantly narrative account of events will be marked within levels 1 and 2 according to range/depth of relevant material. L3 responses require explicit definition of features, with relevant worked examples to demonstrate that they are 'key'.

3

(b) *Why did Fascist ideology appeal to so many Italians in the years 1919-22?*

(40)

Indicative content

The question is focused on the appeal of ideology, not the role/activities of Mussolini or the actions of the Fascists. This means that descriptions of Fascist violence, the personality of Mussolini or other non-ideological reasons for Fascist appeal cannot be rewarded unless there is a link to ideology, at least implicitly for L2 and explicitly for L3. Candidates may, however, describe certain features and strategies, such as ideological flexibility, image and presentation, or propaganda, which relate to Mussolini or other Fascists and influenced the response to Fascist ideas. If these links are made explicit, such material can be rewarded at L3. More central features are the ideas themselves - nationalism, anti-socialism, the emphasis on strength and leadership, justification of violence and aggression, economic corporatism and social equality, social conservatism and the gradual reconciliation with the Church. Candidates may also refer to the conditions prevailing in Italy in these years - the mutilated victory, the weakness of liberal government, economic problems and social upheavals, as well as the breakdown of order during the Biennio Rosso. For reward at L3, these must be explicitly linked to the appeal of Fascist ideas. Those who describe conditions and ideas, or adopt an essentially narrative approach will not go beyond L2. For L3 there must be explicit links to the appeal of Fascist ideas, and good L3 responses at 30 marks and above will cover both the ideas themselves and the reasons for their appeal at this time, with reference either to the way they were presented or to the prevailing conditions. Those who can link these aspects, or relate particular ideas to particular groups of Italians, to develop the interaction of factors, will access L4, as will those who can demonstrate relative importance.

4

- (a) *Describe the role of Mussolini in the growth of the Fascist movement in Italy in the years 1919-22.* (20)

Indicative content

The question is focused on the individual contribution made by Mussolini to the growth of Fascism up to the end of 1922. Candidates can consider his foundation of the movement, the change of ideology from Left to Right, the development of the PNF and the dual strategy as the key tactic in achieving power. Reference can also be made to his charisma, skills as an orator and propagandist, ruthlessness, ambition and ideological flexibility. Personal characteristics of this kind will need to be supported by precise exemplification for reward at a high level, as will reference to his ability to manipulate others such as Giolitti, Salandra or the king. Responses with a mainly descriptive or narrative focus should be marked within L1 or L2, depending on the range/depth of relevant material presented. L3 responses require explicit links to show how Mussolini as an individual contributed to the growth of Fascist power

4

- (b) *Why did Mussolini's position develop from being a legally appointed Prime Minister in 1922 to heading a Fascist dictatorship in 1925?* (40)

Indicative content

The question is focused on the reasons why Mussolini became a dictator, having already consolidated his legal powers. Candidates are likely to focus on the role and impact of the Matteotti crisis, but this is not sufficient for responses above L2. Responses that describe how the change came about will also be restricted to L2. L3 responses must have a causal focus and offer some range of factors, including reference to Mussolini's ambitions, his belief in 'strong' government, and/or the nature of Fascist ideology. Reference can be made to the role and contribution of the Ras, and candidates may also consider the nature of the opportunities presented to Mussolini by his election victory, the Acerbo law and lack of control by the king. However, L3 responses require explicit causal links to be made to his decision and assumption of dictatorial powers. Those who can demonstrate the interaction and/or relative importance of different factors can access L4.

6522F - Paper 2F Mark Scheme
Democracy and Bolshevism in Post-War States: Germany and Russia, 1918-29

Option I - The Triumph of Bolshevism? Russia, 1918-29

- 1
(a) *In what ways did the Communists try to change family life in Russia in the years 1918-29?*

(20)

Indicative content

The question is focused on the social policies adopted by the Bolshevik Party, and their impact on family life. Therefore measures affecting the role of women, marriage and divorce, the education and treatment of children, housing and medical provision are all relevant, and those who describe such measures can be awarded marks within L1 and L2 according to the range and depth of relevant material offered. Candidates do not need to assess the impact of the measures, since the question is based on Communist aims rather than outcomes, but for L3 there must be explicit links to family life. The best responses will also focus on change, and may refer to Tsarist culture and society, including religion, to emphasise the differences.

- 1
(b) *Why did Communist governments give time and effort to influencing the arts and artists in Russia in the decade that followed their seizure of power?*

(40)

Indicative content

The focus of the question is causal, and candidates who describe how the Bolsheviks affected the arts and artists should not be marked above level 2. The term 'the arts' can include theatre, film, music and literature as well as the visual arts. Candidates will need to explain why the Bolsheviks attached importance to the arts and set up systems and structures to influence and control them. They can refer to the communist belief that the arts should be accessible to all, and campaigns like the Proletkult policies that tried to encourage popular participation. They can also address the Bolsheviks awareness of the arts as communication and their attempts to encourage a positive view of communism as well as the use of various forms of art as propaganda. It is also valid to consider the nature of Bolshevik ideology and the inclusion of economic, social and cultural aspects of life within the political sphere. L3 responses must include explicit causal links, while those who can demonstrate the interaction and/or relative importance of different factors can access L4.

2

- (a) *In what ways did the adoption and working of the NEP represent a return to capitalism in Russia in the years 1921-27?* (20)

Indicative content

The question is focused on the nature and outcomes of the NEP and the reasons for its adoption, all of which can be interpreted as a return to capitalism and/or private profit and ownership. The adoption of the NEP was a pragmatic measure to rebuild the economy and restore support for the government, representing practical rather than ideological politics. Candidates can also describe the nature of the policies adopted, both in agriculture and in small-scale industry, to demonstrate capitalist features. Candidates may refer to continued control of large-scale industry but this should not be a feature of the response. The inclusion of the term 'working' allows consideration of effects and outcomes, such as the emergence of Nepmen and inequalities of wealth. Descriptions of measures or a mainly narrative account will be marked within levels 1 and 2 according to the range and depth of relevant material. L3 responses require explicit links to show the ways in which there was a return to capitalist methods. It is unlikely that candidates will address all three aspects (motives, nature and outcomes) of the policy in depth in the time allowed, but those who address the range should be awarded high marks within the appropriate level.

2

- (b) *Why was there a bitter struggle for power between rival communist leaders in the years following Lenin's death?* (40)

Indicative content

The question is focused on the causes of the power struggle of 1924-9, and not on its outcome. Responses that focus on Stalin's success will therefore not score highly. A mainly narrative response will not go beyond L2, although a chronological account that demonstrates the role of causal factors may access high levels. L3 responses require explicit causal links. Causes can include Lenin's failure to designate a successor and the role of individuals as well as the wider personal and ideological rivalries that divided the Bolshevik leaders. Candidates should be aware that the struggle was both personal and ideological, and responses at secure L3 (26-29 marks) should address both, although not necessarily to an equal extent. However, those given high marks (30 and above) should offer a balanced response, and should also show awareness that the struggle for power went beyond the two leading contenders, Trotsky and Stalin. Those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

Option II - The Democratic Experiment: Weimar Germany, 1918-29

- 3
(a) *In what ways did government policy contribute to rising inflation in Germany in the years 1918-23?* (20)

Indicative content

The question is focused on the role of government in causing the inflationary spiral that beset Germany in these years, and responses that refer in detail to the Treaty of Versailles or the effects of war will not score well. However, the question does not define 'government' and so reference to the policies of the Imperial government, war debts etc. is appropriate and relevant. Candidates can also consider the policies of Weimar governments, the reluctance to raise taxes, the payment of welfare benefits and rising government expenditure, the handling of the reparations crisis in 1922 and the response to the invasion of the Ruhr. Those who describe actions or adopt an essentially narrative approach will not go beyond L2. For L3 there need to be explicit links to show how particular policies or actions contributed to inflation. However, those who offer this within a chronological framework to show how inflation developed should be given high marks within the appropriate level.

- 3
(b) *Why did the Weimar Republic survive the political and economic crises of 1923?* (40)

Indicative content

The question is focused on the events of 1923 and the reasons why the Republic did not collapse. Candidates may need to outline the crises of that year in a descriptive section, but the main focus of the response should be causal. Factors can include the underlying support for the Republic that existed after 1919, and may refer back to events before 1923 to demonstrate this, but a response that focused only on earlier events would be imbalanced and monocausal, and therefore unlikely to go beyond mid-L2. Similarly, candidates may refer to events in 1924 to show that the Republic survived beyond the year of crisis, but events beyond that are not related to surviving 1923. For reward at L3 and above events in 1924 must be explicitly linked to the point where the Republic can be shown to be secure. Reasons for survival can include the weakness and/or disorganisation of opponents, the unity created by the French invasion, the measures taken by Stresemann to deal with the crises, and the sympathy generated by his efforts. L3 responses require explicit causal links, while those who can demonstrate the interaction, and/or relative importance, of different factors can access L4.

4

(a) *Describe the key features of the Weimar Constitution.*

(20)

Indicative content

The focus of the question is the constitution that formed the basis of the Weimar Republic, drawn up by Hugo Preuss in 1919. Candidates need to describe its provisions (levels 1 and 2) and identify its key features and characteristics (L3). These can include its democratic nature and/or its weaknesses and flaws. Candidates may refer to later events to support the latter approach, but their relevance must be made clear by linkage to specific provisions in the constitution, either implicitly in levels 1 and 2 or explicitly in L3. Those who address both aspects should be awarded high marks within the appropriate level, while those who can link the two are likely to score highly.

4

(b) *Why did Weimar governments face economic difficulties throughout the period 1919-29?*

(40)

Indicative content

The question is focused on the economic problems experienced in Germany in the aftermath of the First World War, and this is likely to be offered as a major factor in explaining the difficulties. The impact of war, the loss of territory and resources, the burden of reparations and the effects of inflation were important reasons for both early and later difficulties, and responses that cover these in depth and detail can reach L3. However, secure L3 marks and above will require some awareness of other factors - for example the limits of investment and recovery after 1923, particularly in the agricultural sector, explicit reference to continuing reparations payments after 1923, or the wider trading difficulties of the post-war years. Reference to the withdrawal of American loans is out of period, and cannot be rewarded. Those who describe problems or offer a largely narrative response will be marked within levels 1 and 2 according to the range and depth of the relevant material presented. L3 responses require explicit causal links, while those who can demonstrate the interaction, and or relative importance, of different factors will access L4.

6522G - Paper 2G Mark Scheme
Social and Political Change in Post-War Powers: the USA and China, 1945-76

Option I - Pursuing 'Life and Liberty': Civil Rights in the USA, 1945-68

- 1
(a) *Describe the nature and significance of the actions taken to improve educational opportunity for black citizens of the USA in the years 1954-57.* (20)

Indicative content

The question is focused on the attempts to develop access to education across the period. Candidates are likely to describe the Brown case and the Supreme Court judgement against segregation, but can also deal with events in Little Rock in 1957. Candidates will require some depth of knowledge of events in this limited period, but it is also valid for them to widen the discussion to look at their significance. This may be in terms of the effects on black education and the extent to which the judgements set a precedent for later developments and a pattern of growing opportunity, or it may be in terms of the methods applied and the combination of legal challenges to segregation followed by protest, publicity and enforced Federal action. The requirement to consider significance also allows for the evaluation of effects and the argument that progress remained slow. Those who describe actions or offer a predominantly narrative response will be marked within levels 1 and 2 according to range/depth of relevant material. L3 responses require explicit links to show how actions related to educational opportunity.

- 1
(b) *Why did many black citizens of the USA engage in increasingly militant campaigns for equality in the years 1964-68?* (40)

Indicative content

The focus of the question is on the limits of the progress made in civil rights and opportunities and the resulting rise of militant protest in mid/late 1960s. Candidates may offer evidence of continuing poverty and discrimination, but the main focus should be on the reasons for the militant reaction to it. These can include slow progress in improving conditions, especially but not only in the city ghettos, arising from the time taken to change attitudes and to apply legislation effectively, the scale and nature of the problems, financial constraints and the impact of the Vietnam war. Reference should be made to the problems within the civil rights movement, the role of Black Nationalism and of individual leaders who advocated militancy, the effects of violence and the white backlash. Reference can be made to the shifting of focus from south to north and the cultural differences entailed as well as changes in the kind of problems to be addressed. However, candidates should be aware that poverty and deprivation were not exclusively northern problems, and the best responses may also consider increased militancy in the south and among students, including those affected by the war and the draft. Those offering a predominantly descriptive or narrative account will not go beyond L2. In addition, high L2 and L3 responses must include some precise reference and exemplification. Responses at L3 and above require explicit causal links, while those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

- 2
(a) *What was the significance of events in Montgomery in 1955-56 for the development of the campaign for black civil rights in the USA?*

(20)

Indicative content

The question is focused on the significance of events in this period, particularly the Montgomery Bus Boycott, the emergence of King and the SCLC. The boycott brought new leaders, changes in the methods used, and the first major public success for direct action. Most candidates are likely to focus on the Montgomery boycott, the growth of public support, the emergence of MLK, the development of co-operation between different black organisations, and the ensuing campaigns of direct action. The requirement to consider significance also allows reference to later events and developments, if these are linked to the example/precedents set in Montgomery. Description of events, or a predominantly narrative response should be marked within levels 1 and 2 according to range/depth of relevant material. For L3 candidates need to address the concept of significance and explain the impact of events in the longer term and later development of the struggle for civil rights. However, these developments must be explicitly related to events in Montgomery, either directly or indirectly. Those who simply describe later developments will not go beyond L2. Candidates are not required to evaluate significance and should only be rewarded for doing so if they make the material clearly relevant to the question. While it is possible to show that progress was slow, or that changes had already started, arguments that the events were not significant in the development of the Civil Rights campaign would be difficult to establish convincingly.

- 2
(b) *Why was civil and legal equality for black citizens not achieved until 1964-65?*

(40)

Indicative content

The question is focused on the barriers and obstacles that delayed effective civil rights legislation until 1964 and 1965. The terms 'civil and legal equality' are intended to preclude consideration of economic and social problems or arguments against the premise of the question i.e. that civil and legal rights were not achieved in practice. Candidates can consider the range and depth of white racism, the political influence of the south and the ability of southern representatives to influence Congress, the nature of the Federal system and 'states' rights' arguments, as well as the limits, weaknesses and misjudgements made by the Civil Rights movement and its leaders. Those who describe barriers or offer a predominantly narrative response will be marked within levels 1 and 2 according to range/depth of relevant material. L3 responses require explicit causal links to show why legislation took time to emerge, while those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

Option II - China Under Mao, 1949-76

- 3
(a) *Describe the role of the Communes in the political and social development of China in the years 1958-65.* (20)

Indicative content

The focus of the question is the work done by the Communes, which were established as part of the Great Leap forward, despite some difficulties. Candidates can describe their nature, size and organisation, and their role in local government as well as the management of collective farms. Those who describe actions and policies, or offer a predominantly narrative account will be marked within levels 1 and 2 according to the range/depth of relevant material offered. L3 responses will offer explicit links to show their impact on the lives of members, contribution to the economy, welfare and social policy, and their role as a link between local communities and the central government in a vast country.

- 3
(b) *Why did the Cultural Revolution of 1966 produce such widespread violence and upheaval?* (40)

Indicative content

The question is focused on the impact of the Cultural Revolution and the reasons why it caused such social, economic and political damage. Candidates may wish to describe the course of events in the years 1966-71 (or in terms of political effects, 1972) but for reward at L3 this must be related to the effects in terms of violence and upheaval. The main focus should be causal. Candidates can consider the role and intentions of Mao, ideological issues and the nature of political rivalries within the Communist movement, the age and attitudes of the Red Guard, wider stresses and tensions within Chinese society, and the extent to which there was a loss of control by the political leadership. Those who describe events or adopt an essentially narrative approach are unlikely to go beyond L2. L3 responses require explicit causal links to violence and upheaval, and good L3 responses at 30 marks and above should address the issue of 'widespread'. Those who can demonstrate the interaction or relative importance of different factors can access L4.

- 4
(a) *In what ways did the Cultural Revolution damage economic and social progress in China?* (20)

Indicative content

The question is focused on the impact of the Cultural Revolution on both economic and social development in communist China. Candidates can address the violence and disruption, the effects on different social groups and individuals (including the extremist leaders who were eventually punished), and the impact on the economy. They may also consider the political impact including the fall of Lin Biao in 1970-71, but this must be linked to the economic and/or social effects, for example the loss of ideas or effect on policies. Candidates can also consider the extent to which Mao's reputation was affected, although he was publicly exonerated, but there must be clear links to economic and/or social results and material related to his later isolation and the role of the 'gang of four' is out of period. Those who describe effects or offer a predominantly narrative account will be marked within levels 1 and 2 according to the range/depth of relevant material offered. L3 responses require explicit links to demonstrate the impact of events upon different social groups or individuals.

- 4
(b) *Why was Mao able to maintain a dominant position in the government of China in the years 1966-76?* (40)

Indicative content

The focus of the question is on the reasons why, despite some mistakes and difficulties, Mao remained at the head of Chinese government until his death. The use of the term 'dominant' does allow candidates to question the extent of his control in his last years, but this should not form the main focus of the response, since any influence wielded by those around him was reliant on his continued exercise of power. Candidates can draw on his career both before and after 1949 to explain his power and prestige, but a predominantly narrative account will not go beyond L2 and those who dwell on the earlier period are unlikely to produce a balanced response. Candidates should also consider his strengths of character, his intellect and determination, his successes and the progress made in China, and his political skills, both as public leader and in political in-fighting, in order to explain his lasting dominance. It is also valid to consider what happened to alternative leaders, both in terms of natural wastage and political exclusion, including the impact of the Cultural Revolution. Those who simply describe or narrate his career will not go beyond L2. L3 responses and above require explicit causal links to show what factors enabled Mao to stay in power, and good L3/L4 responses at 30 marks and above should offer some range. A response that focuses only on Mao's character and personality should not go beyond low L3, and must include some precise exemplification to attain that. Those who can demonstrate the interaction, and/or relative importance, of different factors will access L4.

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