

Mark Scheme Summer 2007

GCE

GCE History (6524)

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General Instructions on Marking

Principles of Assessment

Examiners are encouraged to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

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

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

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

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

Maps and diagrams drawn by candidates

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

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

Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

Quality of written communication

The marking of the quality of written communication is embedded within the levels of response of some questions. It forms one of the considerations for deciding reward within a level.

Deciding on the mark point within a level

1. The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at level four, would not by itself merit a level four award - but it would be evidence to support a high L3 award - unless there were also substantial weaknesses in other areas.
2. Where the mark range for a level exceeds 5, the level has been divided into 3 sub-bands, high mid and low. To decide which sub band to award within a level the following factors should be taken into account:
 - the range and depth of coverage of issues
 - the amount and accuracy of supporting information
 - the consistency with which the standard is maintained throughout the work.

In each case, the mid point of the mid mark band should be considered first and any move up or down from that should only be made if there is evidence in the work to support such a move. A move from the key mark point in a sub-band will be justified if the work has qualities to be considered for the next band up or down.

3. Assessing quality of written communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid level two criteria but fits the level three QoWC descriptors, it will require a move from the key mark point. In that case the quality of written communication will raise the award of marks to the top of the mid level two sub-band. In the case of a borderline candidate, QoWC inconsistent with the 'history' level will raise or lower the candidate into the next sub-band. In exceptional circumstances, *i.e.* where the quality of written communication is clearly better, or worse, than that indicated in the main generic mark scheme by more than one overall level, a larger downward or upward adjustment might be justified, across sub-levels or even *into the next level down or up, where the candidate has first been placed in the low or high band of a level.*

Unit 4 (6524) Mark Scheme

Generic Level Descriptors

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

Level descriptors provide the first stage of assessment, i.e. deciding on the appropriate level. Using the level descriptions for each question, decide first on the level into which any given response falls. If the response is clearly within a particular level, go first to the key mark point of the mid band.

- Work up or down from the key mark point according to:
 - the range and depth of coverage of issues
 - the amount and accuracy of supporting information
 - the consistency with which the standards are maintained
 - the quality of written communication.
- If the answer is perceived as being of a higher or lower standard than would be expected for a mid-point response, always go first to the key mark point of the high or low band relevant to the level.
- Reserve the bottom mark of each band for border-line responses.

Target: AO1a: Recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding. (60)

AO1b: Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements (60 marks).

The task requires candidates to develop an historical explanation, show understanding of appropriate concepts and arrive at a judgement

| Level | Band | Key Mark Point |
|-----------------------|--------------------------|----------------|
| Level 1 (1-10 marks) | Low (1-4 marks) | 3 |
| | Mid (5-8 marks) | 7 |
| | High (9-10 marks) | 10 |
| Level 2 (11-26 marks) | Borderline (11-12 marks) | |
| | Low (13-18 marks) | 16 |
| | Mid (19-23 marks) | 21 |
| Level 3 (27-43 marks) | High (24-26 marks) | 25 |
| | Borderline (27-28 marks) | |
| | Low (29-33 marks) | 31 |
| Level 4 (44-54 marks) | Mid (34-38 marks) | 36 |
| | High (39-43 marks) | 41 |
| | Low (44-47 marks) | 46 |
| Level 5 (55-60 marks) | Mid (48-51 marks) | 50 |
| | High (52-54 marks) | 53 |
| | No Bands | 58 |

A content specific mark scheme is provided for the questions which is to be read in conjunction with the generic mark scheme

Level 1 Simple Statements

Either

The answer demonstrates some relevant knowledge but provides little or no analytical focus. It follows an almost exclusively descriptive route, and the descriptions will have significant gaps and/or inaccuracies. Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

Or

The answer implies an analytical response but is excessively generalised, being largely devoid of specific historical knowledge. The answer relies upon assertion and not argument. Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

(1-10)

Level 2 Developed statements

Either

The answer depends disproportionately on the selection of material which, although it contains some detail and is substantially relevant, is not focused on the analytical demands of the question. There may be gaps and/or inaccuracies in the historical knowledge. 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.

Or

The answer is predominantly analytical in intent and shows understanding of some issues relevant to the question. It will include some relevant detail but knowledge of the topic overall will be patchy and may include some inaccuracies. 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.

(11-26)

Level 3 Developed explanation

A majority of the answer is shaped in terms of the question and offers a judgement showing understanding of the issues relevant to the question. It will include developed evaluation of some of these issues, although an analytical focus may not be maintained throughout the answer. The topic will be known in some detail and the analysis will be supported by mostly accurate and precise knowledge, but deployment of that knowledge may not be sufficiently selective. Writing will be controlled and coherent, although some stylistic misjudgements may be found. However, the candidate who can analyse historical phenomena of some complexity will also be able to convey that analysis in logical, well-structured ways. Occasional syntactical and/or spelling errors may be found.

(27-43)

- Level 4 Sustained argument**
The answer is analytical and offers valid judgements, which show explicit understanding of the issues appropriate to the question. Relevant knowledge is detailed, appropriately selected and deployed to produce a developed evaluation of these issues through the answer. Writing will be controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will be secure throughout and only very occasionally will spelling errors be encountered. (44-54)
- Level 5 Sustained evaluative argument**
The answer is wholly analytical and offers valid, sustained and appropriately critical judgements, which show explicit understanding of all the issues appropriate to the question. Relevant knowledge is appropriately detailed and is precisely and critically selected to support developed evaluation of the issues throughout the answer. Writing will be well-controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will show awareness of style and spelling errors will be rare. (55-60)

6524A - Paper 4A Mark Scheme
Monarchs, Settlements and Challenges to Authority in Britain, 1558-1685

Option I - Settlement and Security: Elizabethan England, 1558-88

- 1 *To what extent, in the years 1566-88, did Elizabeth defeat the Puritan challenge to the Church settlement ?* (60)

Indicative content

This is a question about the Puritan challenge to the Church Settlement. The settlement comprised the Acts of Uniformity and Supremacy and that relating to Church Temporalities in 1559 and the later 39 Articles of doctrine and Parker's Advertisements. Candidates are likely to attempt to define 'Puritan', hopefully being aware of the different shades from moderates like Walsingham and Archbishop Grindall who could operate within the fold of the church as established in 1559 but wished to see it evolve closer to the Geneva model, the more committed Presbyterians like Cartwright and the out and out separatists. At level 3 and above there should be a real attempt to assess the success of the challenge. Elizabeth's success over vestments, the dismissal of Cartwright from Cambridge, the suspension of Grindall, the defeat of parliamentary bills and finally the appointment of Whitgift and the suppression of prophesying are all likely to be advanced as evidence of failure and candidates who illustrate the failure through a range of examples and conclude that the challenge was conclusively defeated should be allowed to gain level 4. However on the other side, the growth of 'a godly preaching ministry' and the widespread use of the Geneva bible might be advanced as evidence of Puritan success.

- 2 *To what extent was the worsening of Anglo-Spanish relationships in the years 1567-88 due to religious differences between the two countries?* (60)

Indicative content

This question invites candidates to make a judgement on the causes of deteriorating relations with Spain setting the stated factor of 'religious differences,' which might include Spanish backed catholic plots in England and English support for protestant rebels in the Netherlands, against other factors such as commercial rivalry and piracy in the New World etc. In 1558, England was allied to Spain in war against France yet by 1588, English troops were fighting in the Netherlands against Philip, who in retaliation attempted to invade England. The Religious Settlement of 1559 did not produce an immediate deterioration and both Cecil and Elizabeth enjoyed excellent personal relations with the two Spanish ambassadors before the arrival of de Spes in 1568. Philip clearly exerted his influence in Rome to prevent Elizabeth's excommunication before 1570. The sharp deterioration following Alva's arrival in the Netherlands in 1567 and the English seizure of Spanish treasure intended to pay that army in 1568 is likely to figure in responses but so is the improvement in relations between 1573 and 1577 as the Spanish grip on the Netherlands weakened. The final slide into war between 1578 and 1585 can be closely related to Elizabeth's interventions to help the Dutch rebels, at first covertly but in 1585-86 openly. At level 3 and above responses will offer a clear causal analysis of this process, weighing the stated factor but appreciating at higher levels the complex interaction of other factors and setting the issue of religion in the wider power balance in which an increasingly mighty Spain (joined with Portugal in 1580 and no longer facing an Ottoman challenge after 1579) could not be checked by an increasingly feeble France.

Option II - Restoration England, 1660-85

- 3 *'Charles II owed his restoration to General Monck.'* How far do you agree with this judgement?

(60)

Indicative content

This question addresses the reasons for Charles' successful restoration in May 1660 and invites candidates to focus on the stated factor of the role of George Monck. Candidates will probably be aware of the salient points of his contribution, from the decision to cross the border in January 1660, his disbanding of Lambert's army at Newcastle, his meeting with Fairfax in Yorkshire, his arrival in London, his negotiation with both the Rump and the City and his crucial support for the readmission of the excluded Presbyterians in March. In the same month he accepted a letter from Charles and seems to have now accepted but still secretly, the desirability of a royal restoration. His advice to Charles contributed to the move to Holland and the Declaration of Breda and Monck's hold on the army was clearly vital in the developments of April and May leading to the peaceful return of the King, acknowledged by both the Convention Parliament's thanks to Monck-'our physician who has cured us'- and later the rewards heaped upon him by the King. At Level 3 and above the importance of his role will be assessed and weighed against other factors, such as public pressure evidenced by the petitions to Monck, the role of other individuals such as Hyde, Prynne, Montagu and Fairfax, the latter possibly having a crucial role in persuading Monck of the desirability of a royal restoration. Others may stress the inevitability after the successive failure of Army rule and the restored Republican Rump. A causal analysis which largely ignores Monck should merit only low level 3 and one that only addresses Monck should only merit high level 3.

- 4 *Why did relations between Charles II and the Cavalier Parliament deteriorate so sharply in the years 1667-78?*

(60)

Indicative content

This question addresses relations between King and Parliament and invites a judgement on the reasons for and development of the many difficulties. These will include attacks on royal ministers, criticisms of royal foreign policy initiatives, the hostility to the royal attempt to promote religious toleration, parliamentary suspicion of prominent Catholics, notably the queen and the King's brother and some of his friends and ministers and the perception of royal waste and corruption. At level 3 and above there will be a real attempt to assess the causation of these difficulties throughout these years probably with a focus on the attempts to impeach ministers from Clarendon in 1667 and Arlington in 1674 to Danby in 1678. The better candidates may appreciate that parliament itself became the battleground for extended court intrigue rather than simply a point of conflict between court versus country. Ignorance rather than intended hostility to the crown often produced conflict, eg the real needs of the navy were not understood by Parliament, where the problem was one of inadequate accounts rather than rampant corruption. However there was genuine royal extravagance which attracted criticism. The best responses will address the degree to which there was polarisation of the political nation into court and country and make explicit address to 'sharply'.

6524B - Paper 4B Mark Scheme
The Triumph of Conservative Policies? Britain, 1832-1906

Option I - The Age of Peel, 1832-46

- 1 *'The victory of the Conservatives in the election of 1841 was largely a result of the weaknesses of the Whigs.'* How far do you agree with this judgement? (60)

Indicative content

This question invites a causal analysis of the defeat of the Whigs by the Conservatives in the 1841 election. The Conservatives increased their numbers from 313 to 367 and the Whigs fell from 345 to 291, giving the Conservatives a comfortable majority and enabling Peel to form his first majority government. Was this a victory for Peel, as Gash and others have argued, the triumph of a new Conservatism, embodied in the Tamworth manifesto, or the revival of old Toryism in defence of Church and the Corn Laws, as Evans has argued. At level 3 and above a clear debate will take place but historiographical reference is not necessary, even for level 5. Candidates are likely to comment on Peel's role in attacking the Whig government and bringing about its defeat on budgetary proposals, massively enhancing his reputation in both the Commons and country at large. The divisions in the Whig coalition and the relaxed leadership of Melbourne may also figure as part of the stated factor. The role of party organisation under Bonham is also likely to figure prominently. The debate over the relevance of the Tamworth Manifesto and Peel's broadening of the appeal of the Tory Party, by re-branding, will probably be conducted in terms of an analysis of seats won and campaign promises. The basis of Conservative success lay in the English counties, which they triumphantly re-captured (124/144 seats) and in the small boroughs still under traditional patronage. Gains were made in London, Bristol and Leeds but in general they suffered a net loss since 1837 in the 58 largest boroughs. Defence of the Church and the Corn Laws figured prominently in the campaigns of most victorious Tories and it is worth recording how many seats were not contested (53%). It can be argued that the victory was the triumph of the old over the new or simply a comment on the inadequacies of the Whigs.

- 2 *To what extent was Peel personally responsible for the damaging split in the Conservative Party and the collapse of his government in 1846?* (60)

Indicative content

This question is focused on the defeat and downfall of Peel's government. Candidates may refer to the growing divisions in the Tory Party in 1845 and the split that took place in 1846. Peel's alienation of many of his nominal supporters in 1845 over his Irish policies and his abrasive handling of the opposition to his proposed repeal of sugar duties and the Maynooth Grant are likely to figure but even more so the massive rebellion over Peel's proposal to repeal the Corn Laws in January 1846. At level 3 and above there will be a real attempt to come to terms with the causes of the split, either in accepting Peel's primary responsibility or raising other causes such as the frustration and deep-seated resentment of individuals like Disraeli, who sparked the revolt in January 1846 with a brilliant and carefully prepared oration. At the higher levels there will be some understanding of Peel's conception of the role of Party as simply the prop to the efficient conduct of Her Majesty's government and how this conflicted with the doctrine enunciated by Disraeli, of distinctive party principles and programmes. Some candidates may refer back to 1841 and see the origins of the fall in the contradictions, un-stated at the time, between a party which had won an election in defence of protection and a leader who was a free-trader.

Option II - Conservative Supremacy: Policies and Parties in Britain, 1886-1906

- 3 *'The Liberal Party's commitment to Home Rule accounts for its electoral performance in urban areas in the years 1886-1900.'* How far do you agree with this view? (60)

Indicative content

This question addresses the reasons for Liberal electoral failure in the late nineteenth century, in particular in crucial urban areas. At level 3 and above there must be some causal analysis of failure, although this might be in terms of Liberal leadership or contingent factors operating in an individual election across the whole country, such as the split in the Liberals in 1886 brought about by Home Rule or the Boer War in 1900. The best responses will deal with the precise wording relating the phenomena to the issue of Home Rule, and the impact that the alienation of Joseph Chamberlain had on the Liberal Party's standing in Birmingham or anti-Irish sentiment had in Lancashire. Other factors operating throughout the period, such as the drift of the middle classes to the Conservatives, will be appreciated and explained, appreciating its impact on Liberalism's strength in London and the south-east. The loss of the key areas mentioned may be contrasted with the continuing Liberal strength in the 'Celtic fringe'. Some candidates may choose to explore the Newcastle Programme as a bid for popularity. The Liberals' lack of financial resources compared to the Conservatives also had impact with the Conservatives' superior number of full-time agents (30 to 3 in London in 1900).

- 4 *'Mistakes and misjudgements by both the Conservative and Liberal parties explain the progress made by the Labour Representation Committee in the years 1900-1906.'* How far do you agree with this judgement? (60)

Indicative content

This invites candidates to consider the reasons for the remarkable success of the Labour Party in these crucial formative years, when the number of MPs increased from 2 to 29. At level 3 and above there will be a real attempt to assess the importance of the behaviour of the other two parties and set this against other influences such as the growing power of trade unions and the growth of class politics. Candidates are likely to focus on the mistakes of the Conservatives in not addressing the issue of Taff Vale and the consequent trade union legal position and their alienation of many working class voters through the issue of 'Chinese slavery'. Discontents with the traditional Liberal alliance with the trade union movement are likely to be addressed and explained and consideration given as to how far the Liberals were able to enthuse the working-class voter in these years with their policies of defence of Free-trade and Home Rule. The former appeared to be very successful, judging by the massive swing to the Liberals in Lancashire in 1906. Most candidates will probably address the Lib-Lab Pact of 1903, possibly arguing that this was a serious mistake on the part of Herbert Gladstone, the Liberal Chief Whip, and a brilliant tactical ploy by MacDonald.

6524C - Paper 4C Mark Scheme
Keeping the Peace and Fighting a War: Britain 1919-45

Option I - From Peace to Appeasement: British Foreign Policy Between the Wars

- 1 *'There was limited opposition to the British policy of appeasing Germany in the years 1933-38 because no realistic alternative policy existed. How far do you agree with this judgement?'* (60)

Indicative content

This question invites consideration of the justification of the policy of avoiding war by making concessions to Nazi Germany and the opposition it elicited in these years. There will probably be consideration of the British sympathetic response to Germany's position at the Disarmament Conference of 1933 and the response in 1935 to the declaration of rearmament, notably the Anglo-German Naval Treaty. The reaction to the occupation of the Rhineland in 1936, the Anschluss of 1938 and the climax of the process of appeasement at Munich will all probably figure. Many answers will stress the extensive support for this process and accept the assumption made that there was little opposition without question. At level 3 (mid/high) and above there may be a real attempt to survey the range and extent of genuine opposition with coverage of such eminent figures as Churchill, Spears, Duff-Cooper and Austen Chamberlain and the opposition of the cartoonist Low in the Evening Standard and the general opposition of the Daily Telegraph and the Daily Worker. Alternatively, at the higher levels, there will be a real attempt to debate whether there were 'realistic alternative policies' available. Candidates might consider support in 1934 for the Barthou scheme, greater enthusiasm for Stresa, support for the French over the Rhineland, earlier rearmament and confrontation in 1938 instead of concession. After such considerations a candidate might end by agreeing with the proposition.

- 2 *'The British government's decision to declare war on Germany in September 1939 was primarily a consequence of a dramatic change in public opinion regarding the morality of appeasing Germany'. How far do you agree with this judgement?'* (60)

Indicative content

This question clearly addresses the reasons for Britain's decision to go to war in September 1939. There should be an appreciation of the evidence for a change in public mood, provided by such events as the Bridgewater by-election in November 1938 just days after Kristallnacht, the clear public hostility shown to the occupation of Prague and the breaking of the Munich Agreement, in March 1939, reflected in mass observation (opinion polls) and the change in line by the biggest circulation daily, the Daily Express. The role of public opinion in influencing government will be debated at level 3 and above but candidates are likely to consider other factors such as new found confidence in military strength, arising from the deployment of the early warning radar system and the arrival of new fighters wedded to French military revival and the perception that German military preparations had been exaggerated. The growing belief that Germany was in serious economic difficulties and unable to sustain a long war might also be considered under military factors. Other causes such as the increased support from the Empire and hope of a changing mood in the USA may also figure. At the highest levels there is likely to be an appreciation of the perception in government and amongst the public that Nazi Germany was bidding for European hegemony not just seeking to over-turn an unjust treaty and that the relationship between public opinion and government policy is a complex one, with both influencing one another. Many in government, such as the Foreign Secretary Lord Halifax, appears to have shared the changed perceptions of their fellow citizens.

Option II - Britain at War, 1939-45

- 3 *'Britain's resistance to Germany on land, sea and in the air, in the years 1939-41, was marked by incompetence and lack of resources. How far do you agree with this opinion? (60)*

Indicative content

This invites an assessment of the British war effort in the first two and a half years of conflict. At level 2 a simple narrative of this period is likely but at Level 3 and above expect consideration of real debate, with obvious fiascos like the campaign in Norway set against the competence and preparation shown during the Battle of Britain. Recently there has been a tendency to stress the powerful forces operating to the British advantage:-new 'radar' early warning system, recently completed, and the new Hurricane and Spitfire fighters which lay at the hub of a very sophisticated defence system designed to do the job it had to do. The crucial roles of the sector stations and control apparatus and observers in an integrated structure, designed by Dowding, clearly were impressive, as was the leadership of Keith Park in the crucial South-east area. The superior level of British fighter production, unknown to the Germans, made victory for the Luftwaffe almost impossible. In all three areas, land, sea and air, debate should be possible with examples of both competence and incompetence and lack of resources in one area, eg lack of effective anti-tank guns or modern seaborne aircraft set against areas of impressive resourcing, eg the air defence of the UK.

- 4 *'The strategic bombing offensive against Germany in the years 1942-45 was strategically misguided' How far do you agree with this judgement? (60)*

Indicative content

This clearly targets a vital area of the British war effort and one surrounded by much controversy. Candidates will probably be aware of the salient features of the campaign, associated with Sir Arthur Harris, head of Bomber Command from February 1942. The first thousand bomber raid, launched as a propaganda exercise, on Cologne in May 1942, the destruction of Hamburg in July 1943 and the long drawn out and costly battle of Berlin in late 1943-44 and finally the devastating assault of 1945, including the destruction of Dresden, may all doubtless figure. At level 3 candidates should enter the debate on the military value and cost of the Bomber offensive. On the one hand massive losses of men and machines by the RAF-8325 bombers destroyed and 55000 airmen killed. German war production continued to rise throughout 1942 and 1943. British experts after the war concluded that town area attacks of the type favoured by Harris reduced German war production in 1944-45 by no more than 1%, far less than the % being devoted by Britain to the bomber offensive. It has been argued that air power could have been more productively used in the battle with the u-boats. On the other hand, it has been argued that the offensive amounted to a second front when Britain could not have launched an invasion, the attack on Hamburg was truly devastating, as was the sustained assault on the Ruhr before the mistaken shift to Berlin and a massive diversion of resources by Germany to counter the bombers brought some relief to the Russians. 20% of all ammunition went to anti-aircraft guns and countering the bombers took 50% of the output of German electronic production. It also ultimately destroyed German air power and even before this was achieved in 1944, dragged the Luftwaffe back from the eastern front to defend the Reich.

6524D - Paper 4D Mark Scheme
Authority, Dissent and Revolt in Sixteenth Century Europe

Option I - Calvin and Calvinism to 1589

- 1 *'The impact of his writing and the power of his preaching accounts for Calvin's dominant position in Geneva by 1555'. How far do you agree with these judgements?* (60)

Indicative content

There is likely to be consideration of the pattern of Calvin's struggle in Geneva from Calvin's mission of 1536-38 culminating in his expulsion in April 1538, to his triumph over the Libertines in 1555. At level 3 and above there should be an explicit causal analysis of the process. Candidates are likely to appreciate Calvin's astonishingly punishing schedule of preaching, 2 per week and their popularity. It was a weapon employed against theological rivals like Bolsec in 1551. 'The impact of his writing' is likely to be considered in terms both of his systematising of Protestant doctrine in the Institutes but also in his organisational schemes of reform developed in the Ordinances of 1541. Other factors will also figure, such as the mistakes of his opponents like Perin, the good luck of the opportunity that Servetus' extraordinary behaviour brought him and most importantly the needs and political imperatives of the ruling Geneva elite. Many will probably stress the key role of the flood of French immigrants to Geneva who transformed the nature of the city, strengthening the faction with which Calvin was associated.

- 2 *To what extent did the St Bartholomew's Day Massacre in August 1572 transform the fortunes of Calvinism in France?* (60)

Indicative content

This question invites an analysis of the remarkable spread of Calvinism in France in the period 1559-72 and its less remarkable development after the events of August when survival rather than victorious domination became the priority. There is likely to be an awareness of the rapidity of the Religion's advance- the number of missions from Geneva to France, the susceptibility of the nobility and the role of the clientage system in producing a multiplier effect may all figure. In addition the flood of bibles and pamphlets into France in these years was extensive. It has been estimated that perhaps 10% of the population were Calvinist by 1572, and these tended to be the 'better sort', merchants, lawyers, skilled tradesmen and most important the nobility, of whom nearly 50% appeared sympathetic to the new belief. The prominence of Coligny at Court in early 1572 seemed to many to herald the conversion of Charles IX. Clearly the Massacre ended such hopes and the death of Coligny and several thousand other prominent Calvinists forced Protestants onto the back foot. In cities like Rouen which also experienced copy cat massacres, Calvinism never recovered its position. The defence of La Rochelle and other strong holds ensured survival. At level 3 and above there will be a real attempt to assess the impact, contrasting the situation before and afterwards. The later hopes aroused by Henri of Navarre, as heir to the throne from 1584 might be addressed but the renewed strength of militant Catholicism, embodied in the Catholic League countered this.

Option II - Rebellion and Nationhood: the Revolt of the Netherlands

- 3 *To what extent was William the Silent responsible for the outbreak of revolt in the Netherlands in 1566 and 1572?*

(60)

Indicative content

This question addresses the origins of the Dutch revolt and should address both that of 1566 and 1572, as clearly spelled out in the question. The behaviour of Orange in response to both Granvelle and the events of 1566 are likely to figure but his response to the arrival of Alva in August 1567 was perhaps more crucial. There is likely to be considerable coverage of the response to the reorganisation of bishoprics and the sense of exclusion following Philip's departure and the appointment of Granvelle as Margaret's chief adviser. Orange's ambivalent role in 1566 may be addressed, his links with Brederode and the rebels but also his unwillingness to break with the other great nobles. Clearly it is in 1568 as a symbol of resistance to Alva that Orange becomes the pre-eminent leader of the revolt. It was in this year that the patriotic Dutch song the 'Wilhelmus' was composed in celebration of his central role. At level 3 and above there is likely to be an appreciation of this importance and again his role in 1572 but there is also likely to be an appreciation of the many other key elements in the massive outbreak of resistance to Alva in 1572 following the descent of the sea beggars on Brill: militant Calvinism, the discontents of the lesser nobility and the mistakes of Philip and Alva in ignoring the strong sense of local privilege within the Netherlands and particularly their insensitivity in the matter of taxation. At the highest levels candidates may contrast the failure of 1568 with the success of 1572, to downplay the role of William as an instigator of revolt.

- 4 *How far was English and French help to the rebels responsible for the failure of Spanish armies to re-conquer all the Netherlands in the years 1572-1592?*

(60)

Indicative content

This question addresses the complex series of military and political events which marked the Spanish attempts under Alva, Requesans, Don John and Parma to crush the Dutch Revolt. At level 3 and above it will be clearly causal. Candidates are likely to appreciate the role of Elizabeth, at least after 1585 but it is hoped that address will also be given to the indirect help provided in the 8 years before this via subsidies to John Casimir and then to Anjou. The involvement of Anjou and French assistance was a crucial part of William the Silent's strategy of survival and although ultimately a fiasco, it posed problems for the Spanish. The later diversion of Parma to intervene in France clearly assisted the Dutch. Other factors such as the geography of the Netherlands, with water and swamp restricting the Spanish advance in 1572-73, and again under the reinvigorated armies of Parma in the mid 1580s will doubtless figure as well as an appreciation of the other contributory factors present, notably Spanish financial difficulties, Philip's concerns with the Ottomans to 1577 and then his involvement in Portugal. The leadership of William down to 1584 may be considered although in his latter years, as mentioned above, his central strategy concerned tempting French assistance. The role of his son, Mauritz after 1587 and the political skills of Oldenbarnevelt at the end of the period under consideration are also likely to appear as causes. The capacity to interlink the factors will mark the higher levels.

6524E - Paper 4E Mark Scheme
States Secured, Established and Challenged: France and Germany, 1815-90

Option I - The Bourbons Restored: France, 1815-30

- 1 *To what extent did the restored Bourbon Monarchy enjoy substantial support and popularity in France in the years 1815-30?* (60)

Indicative content

This question clearly addresses the basic strengths and weaknesses of the restored Bourbon Monarchy. On the one hand it can be argued the restoration of a fat, ungainly exile, who had not seen France since 1789 and brought to power as baggage in the conquering allied army, was not likely to enjoy much support. The hostility of some anti-clericals and all those supporters of the Napoleonic regime who had lost out might again be said probably to have created a rather ephemeral monarchy. Against this the desire for peace, prosperity and stability after 20 years of war, which had meant conscription and taxes to most Frenchmen, might be said to provide underpinning to a regime prepared to show sensitivity to the important pays-legal and not antagonise the peasantry who formed the bulk of the population. The religious revival and growing popularity of the Church with much of the peasantry might also be said to provide a real opportunity for support. Clearly many of the supporters of the previous regime, particularly in the upper ranks of the army, were prepared to make their peace with the Bourbons in return for enjoyment of their considerable gains. Peace, political stability and most important, economic prosperity could make the new regime acceptable if not massively popular. At level 3 and above the forces working for the survival of the regime will be set against those working against it. Candidates may point to the relative stability and lack of outbreaks of protest until the demonstration of the Paris national guard in 1827. It can be argued that it required the combination of an economic downturn and political incompetence of a high order to bring the monarchy down.

- 2 *The Revolution of July 1830 was entirely the short-term consequence of events in France in the previous six months. How far do you agree with this judgement?* (60)

Indicative content

Candidates are invited to offer a causal analysis of the Revolution of 1830 and an evaluation of the importance of the events of the first six months of 1830 in precipitating the downfall of the Bourbon Monarchy. There is likely to be consideration at level 3 and above of the monumental blunders of 1830, the casual assumption of Charles and Polignac that the Four Ordinances of July did not require meticulous planning to execute, even though they amounted to a political coup. Most of the Army was in Algiers and there was no attempt to round up potential troublemakers. All of this at a time of social and economic dislocation in the capital rendering it more than usually volatile. On the other side, candidates will probably point to the series of mistakes by Charles prior to 1830 which had had the effect of increasing discontent - his stance as a religious devout and the consequent alienation of much of the liberal upper-middle class will doubtless attract attention as will the compensation paid to émigrés in 1825, the dissolving of the National Guard in 1827 and the appointment of Polignac in August 1829, which led straight to the events of July 1830 are all likely to be cited. At the highest level, candidates may well question the fundamental stability of the restored Bourbon Monarchy and argue that only peace and relative prosperity made it bearable and an economic downturn made this essentially ephemeral regime's downfall inevitable.

Option II - Securing the State: Bismarck and Germany, 1871-90

- 3 *Bismarck, as Imperial Chancellor, faced very little effective domestic opposition'. How far do you agree with this judgement?*

(60)

Indicative content

Candidates are likely to focus on the Kulturkampf as a counter to the proposition for debate but there is a real danger that responses will become narratives of its salient points. At level 3 and above candidates will clearly offer an assessment of the degree of 'effective domestic opposition' and an analysis of the ending of the Kulturkampf can clearly be effectively deployed. The clear failure to prevent the growth of the Centre Party, the unpopularity of the policy with the Kaiser and many conservative politicians will all probably receive attention. Bismarck's increasing friction with the National Liberals will also figure but candidates should distinguish between opposition and effective opposition and his successful switch of working partners in the Reichstag and his long period of domination throughout the reign of Wilhelm I might be used in support of the proposition. However, the best answers will range over the whole period and may point out that his downfall arose not just from a simple personality clash with the young Kaiser but also as a result of a failing grip on the Reichstag, probably citing the failure of the anti-Socialist Bill and the clear failure of his long term policy to curb the growth of the SPD. In other words, some degree of effective opposition had developed.

- 4 *Bismarck's conduct of foreign policy in the years 1871-90 showed both great skill in advancing German interests and also the capacity to deceive foreign powers'. How far do you agree with this opinion?*

(60)

Indicative content

Candidates will have little difficulty surveying the various agreements, treaties, confrontations and conferences in these years but at level 3 the key phrase 'great skill' will be addressed and hopefully the phrase 'capacity to deceive'. To illustrate the latter, candidates may point to the obvious contradiction between the Second Dreikaiserbund of 1881 and the pre-existing commitments under the Dual Alliance of 1879, or the encouragement to France to occupy Tunisia to annoy Italy and thereby draw Italy into the alliance network. Likewise the encouragement of the Mediterranean Agreements in the same year as the Re-insurance treaty with Russia can certainly be cited as an excellent example of skill and possibly one of underhand deception. The use of Britain as a country to 'play off' either with the intention of improving relations with France in 1885 or with Russia in 1881 showed great skill. On the other hand the War in Sight crisis of 1875 was not a good example of skill and at the highest level candidates will possibly challenge the assumption of the question with such examples.

6524F - Paper 4F Mark Scheme
Dictatorships in Action: Italy and Germany in the Inter-War Period

Option I - The Quest for Greatness: Fascist Italy, 1924-39

- 1 *'Mussolini made Italy appear as a great power, but the reality of Italy's status in world affairs failed to match this image'. How far do you agree with this judgement on Mussolini's conduct of Italian foreign policy in the years 1933-39?*

(60)

Indicative content

Candidates are invited to evaluate the nature of Italian foreign policy in these years. There may be a focus on the invasion and conquest of Abyssinia, the intervention in Spain, Mussolini's alignment with Germany and his high profile diplomacy at Stresa and at Munich. Hopefully some will address Italian rearmament and the stated ambition to create powerful armed forces. At level 3 there will be some attempt to define 'a great power' and relate Italian foreign policy to this definition. The success in Abyssinia, the victory of the Nationalists in Spain, the courting of Mussolini by all the great powers and the seemingly impressive build up of the Italian navy and air-force all could be used to support this side of the argument. On the other hand, the cost of the Abyssinian venture and the lack of any real economic returns, the cost of intervention in Spain and the humiliation of Guadalajara, Hitler's repeated failure to consult with Mussolini before key developments and the glaring weaknesses in the Italian armed forces: ships without the capacity to fight night actions using radar, lack of radio communication in planes and the clear weakness of the Italian economy laid bare in 1939 by the list of demands to Germany.

- 2 *'The Lateran Accords of 1929 were a brilliant political manoeuvre on the part of Mussolini.' How far do you agree with this judgement?*

(60)

Indicative content

This question invites an analysis of the consequences of Mussolini's policy of reconciliation with the Papacy in 1929. Candidates will perhaps relate the salient features of the accords- the recognition of the Italian State by the Papacy and the recognition of the sovereignty of the Vatican, the vast compensation paid to the Church (750million lire in cash and 1billion lire in government bonds) the strengthening of the role of religion in schools and the legalisation of marriage by the Church. At level 3 and above there will be a clear focus on the political impact. It can be argued that it was a brilliant coup for Mussolini increasing his popularity, undermining the intransigenti within the Fascist Party and undermining the chances of the re-emergence of the Popolari through Azione Cattolica. The Church supported the foreign policy ventures in Spain and Abyssinia. On the other side, arguments continued over education and as the intransigenti within the Fascist Party argued, it fatally undermined the creation of a totalitarian secular state. It could be argued that Mussolini had sold out Fascism to boost his short term popularity. Nevertheless, it has been argued that the Accords were crucial in bringing about the consent of the majority of Italians in accepting Mussolini as dictator and the Fascist state, even if and probably because it was now in a moderated guise.

Option II - Expansion and Aggression: German Foreign Policy, 1933-39

- 3 *'In the years 1933-37 German foreign policy was essentially nationalist rather than specifically Nazi'. How far do you agree with this opinion?* (60)

Indicative content

This question addresses the aims behind German foreign policy in the first 4 years of the Third Reich. Candidates will probably address the withdrawal from the League, the Pact with Poland, the announcement of conscription and re-armament, the Anglo-German Naval Treaty, the re-entry of the army into the Rhineland, the intervention in Spain and the formation of the Axis and the implications of the Four-Year Plan. At level 3 and above the focus will be firmly on motivation and candidates will probably agree with the proposition or deny it by an extended analysis of Nazi ideology and its implications for foreign policy. Candidates should appreciate the differences between a 'nationalist' foreign policy espoused by Von Neurath and the German Foreign ministry and the racialism and Social Darwinism at the heart of Hitler's thinking on foreign policy. Candidates refuting the proposition may point to the Four Year Plan of 1936 and its preparations for a major conflict or even the racial overtones of Hitler's wooing of Britain as a fellow teutonic power. On the other hand, the Foreign Office was under a nationalist not a Nazi, Von Neurath, to early 1938 and other non-Nazis like Blomberg and Schacht had considerable influence to 1937-38.

- 4 *To what extent does a shared ideology explain the coming together of Germany and Italy in diplomatic partnership in the years 1936-39?* (60)

Indicative content

This question requires a detailed knowledge of the creation of the Axis in 1936 and its operation and consolidation over the next three years into the Pact of Steel in 1939. At level 3 and above there will be a clear attempt to deal with ideology and causation as opposed to simply tracing the evolution of the partnership. Both the ideological differences, eg the fundamental lack of racialism in Italian Fascism and the similarities, eg the emphasis on might and action, preferably violent, will probably be examined. Their sense of being enemies to both bolshevism and liberalism will also figure. Their cooperation in the Spanish Civil War will probably be used as the best example of ideology acting as a key component in the drawing together of the two powers in 1936 and the creation of the Axis agreement. On the other hand, Mussolini's known reservations about Hitler and National Socialism might be used as part of a counter argument which stresses circumstances and particularly a common rivalry with Britain and France. The roles and personal ambitions of Goering, Ribbentrop and Ciano might also receive significant attention

6524G - Paper 4G Mark Scheme
A Great Power Challenged at Home and Abroad: the USA in the Second Half of the
Twentieth Century

Option I - Containing Communism? The USA in Asia, 1950-73

- 1 *'The United States never made a conscious decision to intervene in Vietnam in the years 1954-65; rather it was sucked into an on going conflict.'* How far do you agree with judgement? (60)

Indicative content

This invites consideration of the evolving US military entanglement in Vietnam. Candidates may address as background the extensive financial support to the French but the essay's chronological parameters should be respected although an excellent start might be made by drawing attention to Eisenhower's refusal of decisive support to the French at Dien Bien Phu. Candidates are likely to address the indirect but substantial involvement after the Geneva Settlement in support of the Diem regime under Eisenhower, the escalating help under Kennedy and finally the extensive military deployment under Johnson. At Level 3 and above this will be analysed in terms of the proposition on offer for debate with some attempt made to define terminology ie 'sucked into' and 'a conscious decision' but these may be treated simply at level 3. the latter phrase is likely to be analysed in terms of the significant increases in commitment, in which case such developments as MAAG's taking over the training of the South Vietnamese army in 1956 or Kennedy's dispatch of special forces in 1961 and most likely Johnson's escalation after the Tonkin resolution could all be cited as the result of 'conscious decisions'.

- 2 *'In the years 1968-73 it was the limited commitment of military resources to the Vietnam conflict that accounts for the lack of success of the USA.'* How far do you agree with this judgement? (60)

Indicative content

This question invites candidates to consider through a causal analysis the reasons why the United States ultimately failed in Vietnam. There will be some consideration of the course of the war but it is hoped that this will be focused on the period 1968-73 rather than a very generalised survey of 1964-68. There is likely to be a real analysis of the Tet Offensive of 1968 and its impact but also of the escalating air war in the 1970s. At level 3 and above the military outcome will be judged against the commitment of military resources, the limited (or otherwise) nature of which will be assessed. This stated factor will be set against other issues such as domestic pressure on the administration, escalating costs and its effects on the dollar's stability, changing diplomatic circumstances etc. At the highest levels there should be an informed debate on the decision taken after Tet to refuse Westmoreland's request for the call up of an additional 206,000 men and to interpret Tet as a defeat instead of the military victory it was (58,000 out of 84,000 Viet Cong destroyed). Candidates should debate whether this was a missed opportunity and the North and Viet Cong given a respite by the decision to begin withdrawing troops-down to 140,000 by the end of 1971. On the other side, the scale of US commitment of resources was vast: half a million men by 1968, 58,000 killed in the conflict and 300,000 wounded by 1973. The tonnage of bombs dropped by the USAAF exceeded that dropped by all sides in the Second World War.

Option II - Politics, Presidency and Society in the USA, 1968-2001

3 *To what extent did race relations across the USA improve in the years 1968-2001?*

(60)

Indicative content

This invites a broad survey of US race relations in these years. The anti-war protest movements of 1968-73 and radical black movements will doubtless figure, probably as a starting point. Candidates on one side of the argument may point to considerable improvement in the position of black Americans. Black family income rose as did educational attainments and a significant black middle class emerged with more and better jobs in the federal civil service, banks, big corporations and the media. The changing portrayal and roles of blacks in cinema and television might also be commented upon. Black mayors were elected in many major cities such as Washington, Los Angeles and New Orleans. By 1980 there were 4,600 black elected officials. On the other side, candidates may draw attention to the much higher proportion of unemployment amongst blacks than whites in 1980 and the high profile of blacks in crime (c.50% of murderers in 1990) but also blacks were much more likely to be the victim of crime. Police prejudice was starkly highlighted in the controversy surrounding the murder of Rodney King in 1992 and the ensuing riots in Los Angeles with 55 dead and 2,300 injured, appeared a return to the worst periods of racial tension. At level 3 and above both sides of the case will be put and candidates may choose to assess the position of other racial groups - Asians a small but growing minority but one spectacularly successful in achieving educational advance and upward social mobility. Such developments have been less evident with Hispanics and considerable racial tension has often developed in urban centres between them and the black community, notably in Miami in 1980.

4 *To what extent did the rise of the New Right transform politics in the USA in the 1980s and 1990s?*

(60)

Indicative content

This invites a judgement on the impact of the new populist conservatism in these decades, much of its vigour being associated with the growing religious lobby. There will probably be some attempt to define the key phrase and an appreciation shown of its diverse roots: a reaffirmation of private enterprise and the minimalist state by economists such as Milton Friedman and journalists like William Buckley, a reaction to the military setbacks of the 1970s leading to the emergence of a group recently christened the new Vulcans, and the reaction to the social liberalism of the 1960s and 1970s, particularly associated with evangelical Christians. By 1980 there were 1,400 radio stations and 36 television stations devoted to spreading the evangelical message. At level 3 and above there will be an awareness of the many issues with a religious and moral dimension, such as attitudes to homosexuality, education, abortion, drugs, crime and pornography which have produced an overt thrust into the political arena by powerful religious groupings and the controversies which have ensued. Candidates at the higher levels are likely to appreciate the centrality of the Supreme Court to many of these issues, particularly abortion and how in consequence the political struggle to reshape it under Reagan developed. The role of Pat Robertson, Baptist Minister and television evangelist, as a challenger to Bush in 1988 might be mentioned and the continuing strong influence of his supporters on the Republican Party. The bitter clashes over abortion with violence against clinics and mass counter demonstrations from women's groups and civil liberty activists, together with the celebrated legal cases in the Supreme Court are likely to receive attention as are the clashes over gay marriage and the teaching of the theory of evolution. All of these added a new dimension or at least revived an old dimension to politics. Against this, candidates may argue that 'transform' is too sweeping and it was the New Right's attitude to traditional issues such as the economy and taxation and America's place in the world that was the more important and whilst having an impact on these areas, a transformation did not take place, merely a noisier debate.

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