

# Mark Scheme Summer 2007

GCE

GCE History (6525)

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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 5 (6525) 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 standard is 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 examine the process or nature of change over the chronology of the paper and to reach a substantiated judgment.

The emphasis here should be on understanding the process of change over time and not on weight of information. Better candidates will reveal their qualities here not in depth of knowledge but in their ability to make apposite references across the chronology.

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



<b>Level 1</b>	<p><b>Simple Statements</b>  Simple statements showing some understanding of change or the reasons for it. Undeveloped points related to the issue posed by the question may be offered. Responses will contain passages of undirected information or will offer valid assertion with excessively generalised support. Comment on change may be implicit and the chronological range may be restricted. Writing will be simple and comprehensible. There may some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.</p>	<b>(1-10)</b>
<b>Level 2</b>	<p><b>Developed statements</b>  Developed statements about the nature of, or reasons for, change. Candidates will include information about at least 2 key periods of change in order to support their identification of change or the key factors bringing it about. Accurate narrative over a longer timeframe in which the knowledge displayed does not focus on the issue posed by the question would also gain entry to this level. 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.</p>	<b>(11-26)</b>
<b>Level 3</b>	<p><b>Developed explanation</b>  Developed explanation which focuses on reasons for change / nature of change and /or continuity. A majority of the answer is shaped in terms of the question although it may contain weaker passages. In responding to the question, the answer will be supported by accurate information drawn from three or more key points in the chronology. The response will show 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 and deployment of information will not always 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.</p>	<b>(27-43)</b>
<b>Level 4</b>	<p><b>Sustained argument</b>  Sustained argument which concentrates on the issue posed by the question in the context of change and continuity over most of the period. Response will explore the nature of change, or the significance of factors bringing about change, at different times in the chronology in order to respond to the issue posed by the question. In examining the issues, candidates will respond using material that will be selected with confidence and security. 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.</p>	<b>(44-54)</b>

**Level 5 Sustained evaluative argument**

Sustained evaluative argument over the whole period, which concentrates precisely on the reasons for / nature of changes and/or continuity over the whole period. In exploring the process of change, the argument will integrate into a causal explanation a secure analysis of the nature of the change in order to examine the relative significance of the range of factors responsible for it. In exploring the nature / extent of change, the indicators or markers of change will be clearly identified and explicitly discussed, and judgments about change will rest on explicit analytical comparisons which are supported by precise and confidently selected material. 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)

6525A - Paper 5A Mark Scheme  
The Tudor State, 1485-1603

- 1 *How far do you agree that the role and influence of Parliament increased steadily throughout the years 1485-1603?*

(60)

**Indicative content**

The question requires an analysis of the nature of the role and influence of Parliament in the given period, and a judgement on the extent of change and patterns of change. At level 1 there will be some simple statements, and at level 2 some developed statements which identify change. For example, candidates may refer to the limited role of Parliament under Henry VII, and its growing importance during the time of the Reformation Parliament. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus with some consideration of "steadily" or "increased" and the response should have reasonable chronological range, touching on several key points, perhaps Henry VII, Henry VIII and Elizabeth. In considering Parliament's increased role and influence answers may develop a discussion of Elizabeth's relations with her Parliaments throughout her reign. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focused on the nature of both the role and the influence of Parliament over most of the chronology, establishing the nature of change at key periods using organised discussion and information which is relevant and developed. Criteria for role and influence will be established and assessed, and the answer may consider the extent to which Parliament's role and influence affected the nature and exercise of royal power. Candidates may refer to financial matters, especially with reference to Henry VII and Elizabeth: religious changes; and the problems of 1547-58, especially the succession question. An overall judgement on the proposition should be established.

- 2 *To what extent were the work and importance of the principal servants of the Crown the key factors in the changing power of the monarchy in the period 1485-1603?*

(60)

**Indicative content**

The question requires candidates to consider the changing power of the monarchy throughout the period, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of the work and importance of the principal servants of the crown in this process, including ministers and Edward VI's protectors. At level 1 there will be some simple statements, and at level 2 some developed statements which describe the work and/or importance of some of the principal servants of the crown. Answers may refer to only one or two ministers, perhaps Wolsey and/or Cromwell. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. These may include Wolsey's power, Cromwell's administrative reforms, the role of Somerset and Northumberland, and William Cecil. Other relevant factors will include the role of the nobility, the influence of Parliament, the impact of religious change, the crown's financial interests, and concerns over the succession throughout the period. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of the principal servants over most of the chronology, considering a range of other factors, and establishing the nature of change at key periods using organised discussion and information which is both relevant and developed. Answers will show an awareness of the patterns of change over the period, and an appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

**6525B - Paper 5B Mark Scheme**  
**The Making of the British Empire, c.1660-c.1770**

- 1 *How important was Anglo-French rivalry in explaining the expansion of Britain's overseas Empire in the period c.1660-c.1770?*

(60)

**Indicative content**

The question requires candidates to consider the expansion of the British Empire in the period c.1660-c.1770, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of Anglo-French rivalry in this period. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some features of Anglo-French rivalry, perhaps related to the War of the Spanish Succession and the Seven Years War. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. On Anglo-French rivalry, answers may suggest that this was a feature of international relations through most of the period, and that peace treaties such as Utrecht in 1713 and Paris in 1763 never completely resolved this rivalry. Candidates may also note strained relationships in neighbouring colonies in India and North America, and the implications of these for British colonial expansion. Other relevant factors will include Anglo-Dutch rivalry in the late 17<sup>th</sup> century: the quest for colonial settlement and migration: commercial developments; and the growing size of the British navy compared with its European competitors. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of Anglo-French rivalry, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

- 2 *“It was the quest for trade which best explains the growth in the size and number of Britain’s overseas possessions in the period c.1660-c.1770”. How far do you agree with this judgement?*

(60)

**Indicative content**

The question requires candidates to consider reasons for the expansion of the British Empire in the period c.1660-c.1770, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of trade in this period. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some features of Britain’s colonial trading patterns in the period, perhaps related to the staples of tobacco, sugar and coffee; and the role of the navy may also be described. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. On trading patterns, answers may suggest that this was a key feature of Anglo-colonial relations throughout the period, and may explain colonial growth in India and West Africa. Other relevant factors will include consideration of the growth of the American colonies, perhaps linked to migration and a rapidly growing population: commercial developments in Britain, such as the Act of Union of 1707 and the growth of overseas investment: the impact of various peace treaties with the Dutch, Spanish and French over the whole period; and naval and military considerations. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of trade, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels. An overall judgement on the proposition should be established.

**6525C - Paper 5C Mark Scheme**  
**Representation and Democracy in Britain, 1830-1931**

- 1 *To what extent did developments in political parties reflect the changes made to the size and composition of the electorate in Britain in the period 1830-1931?*

(60)

**Indicative content**

The question requires an examination of the linkage between changes in the size and composition of the electorate and the development of political parties over the period in order to make an assessment of the extent of change and of patterns of change. At level 1 there will be some simple statements, and at level 2 some developed statements which identify change over some of the period. For example, candidates may refer to the impact of 1832 on Whigs and Tories in the 1830s and 1840s, or of 1867 on Liberals and Conservatives. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus with some consideration of change and development, and the response should have reasonable chronological range which touches on several key points. These may include changes brought about by the reform acts of 1832-1928, including changes in national and local organisation, the growing importance of the national leadership and the development of the manifesto. The impact of party membership on party policy may also be considered. There may also be consideration of the fall of the Whigs by 1886, the development of the Irish Parliamentary Party, the LRC, and the Labour Party, and the impact of the Fourth and Fifth Reform Acts of 1918 and 1928. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focused on the nature of both the changes in the size and composition of the electorate and the corresponding development of political parties over most of the chronology. The nature of change at key periods will be established using organised discussion and information which is relevant and developed. An overall judgement on the proposition should be established.

- 2 *To what extent was the declining political power of the aristocracy the key factor in the development of a representative system of parliamentary government in Britain in the period 1830-1931?*

(60)

#### **Indicative content**

The question requires candidates to consider the development of parliamentary representation throughout the period, and to make judgements on change and the patterns of change. Central to this analysis is an assessment of the significance of the declining power of the aristocratic interest in this process. At level 1 there will be some simple statements, and at level 2 some developed statements which touch on some key points in the chronology and describe the opposition of the House of Lords to some of the reform measures, perhaps 1831-2, or 1884-5, or 1911. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors in the development of parliamentary representation; and there should be a secure chronological range which touches on several key periods. These may include aristocratic opposition to measures such as the Whig attempts at reform, 1831-32, the reforms of 1867-85, the Lords and the Liberal governments, 1905-14, and attitudes towards female suffrage in 1918 and 1928. Other relevant factors will include the extension of the franchise from 1832 to 1928, redistribution of parliamentary seats, the changing nature of parties, and the rise of the Labour Party. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the declining political power of the aristocracy over most of the chronology, considering a range of other factors, and establishing the nature of change at key periods using organised discussion and information which is both relevant and developed. Answers will show an awareness of the patterns of change over the period, and an appreciation of these patterns will distinguish level 4 and 5 from lower levels.

**6525D - Paper 5D Mark Scheme**  
**The State and the Poor in Britain, c.1830-1939**

- 1 *To what extent were changes in the size of the electorate the key factor in determining the nature of state provision for the poor in the period c.1830-1939?*

(60)

**Indicative content**

The question requires candidates to consider the changing nature of state provision for the poor throughout the period, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of electoral changes in this process. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some changes in the period. Answers may refer to the Reform Act of 1832 and the New Poor Law of 1834: the growth of a mass electorate after 1867; and the response of ministers and party leaders to these changes. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. These may include changes in the size and composition of the electorate over the period: attitudes of voters towards the poor and the nature of poverty; and the response of governments and parties to poverty and unemployment. Other relevant factors will include the reports of social investigators such as Mayhew, Booth and Rowntree, New Liberalism, 1905-15, inter-war legislation on unemployment, 1918-1939, and the abolition of the poor law in 1929. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of electoral change over most of the chronology, considering a range of other factors, and establishing the nature of change at key periods using organised discussion and information which is both relevant and developed. Answers will show an awareness of the patterns of change over the period, and an appreciation of these patterns will distinguish levels 4 and 5 from lower levels.



- 2 *How far do you agree that, over the period c. 1830-1939, the welfare measures of the Liberal governments of 1905-15 marked the decisive change in state provision for the poor?*

(60)

**Indicative content**

The question requires candidates to examine the changes in state provision for the poor by setting the welfare measures of the Liberal governments of 1905-15 within the patterns of change throughout the whole period c.1830-1939. The Liberal measures could be seen as a decisive change through consideration of the measures affecting children, the Pensions Act of 1909, the National Insurance Act of 1911 and the Labour Exchanges Act of 1909. At level 1 there will be some simple statements, and at level 2 some developed statements which identify change. These may be focused exclusively on 1905-15 by candidates who fail to consider the entire chronological period; such answers will not go beyond borderline level 3. Other answers may consider the operation of the New Poor Law from 1834 and the creation of the Poor Law Board in 1847. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be focus on whether 1905-15 did mark a decisive change. Candidates should explain their argument with reference to the period before or after the given period. They may explain the origins of New Liberalism and the growing criticism of the Poor Law, or they may consider the subsequent decline of staple industries and inter-war legislation on unemployment. At Level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on state provision for the poor over most of the chronology, establishing the nature of change at key periods, and placing 1905-15 within a broad historical context. Answers will show an awareness of the patterns of change over the period, and an appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

**6525E - Paper 5E Mark Scheme**  
**Britain and Decolonisation, c.1870-c.1980**

- 1 *To what extent was Britain's involvement in war the key factor in explaining both the expansion and the contraction of its Empire in the period c.1870-c.1980?*

(60)

**Indicative content**

The question requires candidates to consider the expansion and the contraction of the British Empire throughout the period, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of Britain's involvement in war between c.1870 and c.1980. "War" should be taken to mean those conflicts listed in the teachers' guide, i.e. the second Boer War (1899-1902), the first and second World Wars, and the Suez Crisis of 1956. Lesser conflicts, and military activity to maintain control of territories, may not be relevant. At level 1 there will be some simple statements, and at level 2 some developed statements which describe one or more wars and their impact on the Empire. For example, candidates might describe the acquisition of mandated territories after the First World War, or the impact of the Second World War on moves towards decolonisation. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors, and there should be a secure chronological range which touches on two or more of the wars listed above. Other relevant factors in explaining the expansion and contraction of the Empire should be considered: these may include economic and strategic factors, international relations over time, and attitudes within the colonies, including the growth of nationalism in the 20<sup>th</sup> century. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the impact of war over most of the chronology, considering a range of other factors, establishing the nature of change at key periods, using organised discussion and information which is both relevant and developed. Answers will show an awareness of the patterns of change over the period, and an appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

- 2 *How far do you agree that Britain's relationships with European and world powers were the decisive factor in explaining changes in Britain's control over its African Empire between c.1870 and c.1980?*

(60)

#### **Indicative content**

The question requires an analysis of the nature and significance of international relations in enabling or threatening British colonial rule in Africa over the whole period, and a judgement on the extent of change and patterns of change. At level 1 there will be some simple statements, and at level 2 some developed statements which identify some features of Britain's relations with other powers over the period. These may include the scramble for Africa, the impact of war, and the changed international climate after 1945. There may also be descriptive reference to the growth of nationalism in one or more country, probably Kenya. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a focus on "Britain's relationships" and "decisive factors". The answer should have reasonable chronological range, touching on several key points, such as Africa in the 1880s and beyond, the post-war settlement from 1919, Egypt, 1919-22, the attitudes of the USA and the USSR after 1945, and the Suez crisis. Other relevant factors will include military and political control, and the nature and strength of movements for independence in a number of imperial possessions (the Mau Mau campaign in Kenya and the movement for independence in Rhodesia may figure prominently in a number of answers). At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focused on a range of factors influencing Britain's control of her African Empire throughout most of the chronology, establishing the nature of change at key periods using organised discussion and information which is relevant and developed. An overall judgement on the proposition should be established.

6525F - Paper 5F Mark Scheme  
Medicine in Britain in the Twentieth Century, c.1890-c.1990

- 1 *To what extent was war the key factor influencing changes and developments in medical provision in Britain in the period c.1890-c.1990?*

(60)

**Indicative content**

The question requires candidates to consider changes and developments in medical provision in Britain between c.1890 and c.1990, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of war in influencing the nature of medical provision in this period. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some changes which came as a direct result of Britain's involvement in war. These may include the RAMC, changes in nursing, vaccinations, radiology and field surgery, and improvements in sanitary conditions. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. On war, these are likely to include the second Boer War and the two world wars. Answers may refer to developments such as plastic surgery, blood transfusions, crush injuries and orthopaedics. Other relevant factors will include the influence of government policies, perhaps focused on the legislation of the Labour governments of 1945-51 and the Conservative governments of 1979-90, advances in science and technology, and public attitudes and expectations. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of war, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

- 2 *How far do you agree that advances in medical science were the main factor influencing changes in the organisation and provision of hospital care in Britain in the period c.1890-c.1990?*

(60)

#### **Indicative content**

The question requires candidates to consider the changes in hospital care in Britain between c.1890 and c.1990, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the significance of advances in medical science in changing the organisation and provision of hospital care in this period. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some changes in the nature of hospital care. These may include the availability and the state of hospital care before 1948, the various policies of successive Labour and Conservative governments, including the creation of regional authorities in 1974 and the major changes brought about between 1979 and 1990. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. On medical science, points may include major developments such as the growth of surgical techniques, X-rays, electron microscopes and body scanners, and the development of the operating theatre. Other relevant factors will include the variable quality of hospital provision before 1948, including charity and municipal hospitals, the availability of hospital care, especially in country areas, the experience of World War Two, which stimulated action after the war, and improved standards of nursing care. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on advances in medical science, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

6525G - Paper 5G Mark Scheme  
Integration and Diversity in a Great Power; from Civil War to Civil Rights in the USA  
1865-1969

- 1 *To what extent were the policies of the Federal Government the key factor in changing the political and economic status of black people within the United States in the period 1865-1969?* (60)

**Indicative content**

The question requires candidates to consider the changing status of racial and ethnic groups between 1865 and 1969, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the policies of the Federal Government in this period. At level 1 there will be some simple statements, and at level 2 some developed statements which describe some changes introduced by the Federal Government. These may include constitutional amendments after the civil war, Johnson's Civil Rights measures from 1964 to 1968, and some Supreme Court rulings. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. On federal policies, these are likely to include a range of Congressional Acts, interventions by successive Presidents, including Roosevelt, Truman, Eisenhower and Johnson, and some decisions of the Supreme Court. Other relevant factors will include the organisation and development of the NAACP, the growth of the civil rights movements after World War Two, and the leadership of black movements. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the role of the Federal Government, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

- 2 *To what extent were the characteristics of separate racial and ethnic groups sacrificed for the development of a wider US identity in the period 1865-1969?*

(60)

**Indicative content**

The question requires candidates to consider the development of a wider American identity in the period 1865-1969, and to consider the influence of a range of factors influencing the process and patterns of change. Central to this analysis is an assessment of the possible changes in the characteristics of separate racial and ethnic groups. At levels 1 and 2 there will be simple or developed statements which describe the characteristics of some racial and ethnic groups and the degree to which they have been assimilated into a US identity over the given period. Some other factors may be described or referred to, but the answer will be essentially descriptive, and the chronological range of material offered will be restricted. At level 3 there should be a causal focus which also addresses the role of some other relevant factors; and there should be a secure chronological range which touches on several key periods. Answers may touch on a number of racial and ethnic groups and consider the extent to which these have been assimilated into a wider US national identity. For example, they may refer to policies towards American Indians including the reservations policy and the attacks on Plains culture from the 1870s: the Indian Citizenship Act of 1924; and the Bureau of Indian Affairs' policy of assimilation aimed at steering American Indians into mainstream culture. Equally, Marcus Garvey's Back to Africa campaign and Malcolm X's attitude towards a black cultural identity may be discussed. Candidates should make some attempt at defining the nature of "a wider US identity", perhaps contrasting the idea of the 'melting pot' with the promotion of Anglo-Saxon culture. At level 3 and above the answer will be shaped on the question. At levels 4 and 5 a sustained argument will be developed, focusing on the development of a US identity, considering a range of other factors, and establishing the nature of change at key periods. An appreciation of these patterns will distinguish levels 4 and 5 from lower levels.

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