

Mark Scheme Summer 2007

GCE

GCE History (6526)

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CONTENTS

Paper	Title	Page
	General Instructions on Marking	5
	Generic Level Descriptors	8
6A	The Crisis of the Tudor State, 1547-58	12
6B	The Quest for Settlement: Cromwell and the Protectorate, 1653-58	14
6C	Radicalism and the British State: the Chartist Experience, 1838-50	16
6D	Decline of the Liberal Party, c.1900-29	18
6E	Hitler and the Nazi State: Power and Control, 1933-45	20
6F	The Soviet Union After Lenin, 1924-41	22
6G	The Origins and Early Development of the Cold War, 1945-62	24

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 6 (6526) 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 material derived from interrogation and comparison of the provided sources;
 - the consistency with which the standard is maintained;
 - the balance achieved between the use of sources and the candidate's own knowledge;
 - the accuracy and precision with which the candidate's own knowledge is deployed;
 - 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.
- Answers relying wholly on the candidate's own knowledge (with no implicit or explicit reference to the sources) or answers that rely solely on the sources for information or evidence, cannot score more highly than the number of marks available for that particular assessment objective.

Part (a)

(20)

Target: AO2: Interpret evaluate and use a range of source material in relation to its historical context (15 marks).

AO1a: Recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding.

AO1b: Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements (5 marks).

Level	Band	Key Mark Point
Level 1 (1-5 marks)		3
Level 2 (6-14 marks)	Low (6-8 marks)	7
	Mid (9-11 marks)	10
	High (12-14 marks)	13
Level 3 (15-20 marks)		18

Level 1 Simple Statements

Responses are likely to be direct quotations or paraphrases from one or more of the sources. Some candidates will limit themselves to using only the sources or only their own knowledge. Where a candidate's own knowledge is used, it will be limited and expressed in simple terms. Sources will probably be used at face value and knowledge may be general and only partially accurate. Writing will be simple and comprehensible. There may some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

(1-5)

- Level 2 Developed Statements**
Responses should show an appropriate selection from the sources and the candidate's own knowledge, sufficient to address the question, making explicit judgements with limited support. At this level, responses relying solely on the sources may still be found. 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. (6-14)
- Level 3 Developed Explanation**
Responses will interrogate the provided material, making confident and balanced use of the sources and the candidate's own knowledge to reach a considered, focused and well supported judgement. 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. (15-20)

Part (b)

(40)

Target: AO2: The explanation and evaluation of interpretations of historical event and topics studied, with the interpretation, evaluation and use of source material in relation to its historical context (30 marks).

AO1a: Recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding.

AO1b: Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements (10 marks)

Level	Band	Key Mark Point
Level 1 (1-5 marks)		3
Level 2 (6-14 marks)	Low (6-8 marks)	7
	Mid (9-11 marks)	10
	High (12-14 marks)	13
Level 3 (15-27 marks)	Low (15-18 marks)	17
	Mid (19-22 marks)	21
	High (23-27 marks)	25
Level 4 (28-37 marks)	Low (28-30 marks)	29
	Mid (31-33 marks)	32
	High (34-37 marks)	36
Level 5 (38-40 marks)		39

Level 1 Simple Statements

Derived, either wholly or predominantly, from one or more of the presented sources and/or own knowledge. Direct quotations and/or paraphrasing are likely. Sources will be used at face value, and answers will show a predominantly literal understanding of the evidence. Source material is interpreted with some reference to its context. Responses will show limited development and will rely on assertion. Some relevant knowledge will be present but there will be little or no analytical focus. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

(1-5)

Level 2 Developed statements

Developed statements that will make reasonably balanced use of some or all of the sources in order to answer the question. Conclusions will be made, either implicitly or explicitly, with limited support from the source material and own knowledge. There will be little, if any, understanding that an interpretation is being considered. Responses will show some understanding of basic historical methods in handling and interrogating sources. Judgements about the value of evidence in a given historical situation will be made. Responses 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.

(6-14)

- Level 3 Developed explanation**
Developed explanation that will make balanced use of most or all of the sources. Selection from the presented sources will be appropriate and deployed to answer the question. Explicit conclusions will be reached and there will be some understanding that an interpretation is under discussion. The evidence will be interrogated with confidence and discrimination to reach substantiated conclusions. The answer will be predominantly analytical and show an understanding of the issues relevant to the question, although the analytical focus may not be maintained throughout. The issues under discussion will be known about 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. (15-27)
- Level 4 Sustained argument**
The response will make confident and balanced use of all the sources. Selection from the presented sources will be appropriate and confidently deployed to address the question. Explicit, well supported conclusions will be reached and there will be a clear understanding that an interpretation is under discussion. The evidence will be interrogated with confidence and discrimination, and the weight it can carry considered. The answer will be analytical and show explicit understanding of the issues relevant to the question. Relevant knowledge will be appropriately selected and deployed to produce a developed evaluation of these issues throughout 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. (28-37)
- Level 5 Sustained evaluative argument**
The response will link all the sources to create a sustained argument. The question will be debated, with a clear demonstration that an interpretation is under discussion. Candidates will sustain their argument by developing their own interpretation based on confident and secure selection of presented evidence and recalled information. The evidence will be interrogated with confidence and discrimination, and the weight it can carry will be considered, with clear conclusions being drawn. The answer will be wholly analytical and offer valid, sustained and appropriately critical arguments showing an explicit understanding of all the issues appropriate to the question. Relevant knowledge will be 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. (38-40)

6526A - Paper 6A Mark Scheme
The Crisis of the Tudor State, 1547-58

- 1
- (a) *Use Sources 1, 2 and 3 and your own knowledge. What domestic problems faced the Dukes of Somerset and Northumberland as they tried to rule England in the name of Edward VI? Explain your answer using the evidence of these three sources and your own knowledge.*

(20)

Indicative content

This question asks candidates to focus on the domestic problems facing Somerset and Northumberland as they ran the protectorate in the name of Edward VI and, whilst many will simply focus on the ways in which Somerset and Northumberland governed in the name of Edward VI, the question does give the more perceptive candidates the opportunity to explore the complexity of the problems they faced in wielding power during a minority, in tempering their ambition with reality and in dealing with a young king who had ideas of his own as to what should be done. Candidates can make reference to Ket's rebellion (Source 1) and to the role of Edward in precipitating the succession crisis (Source 2) and will link these to the judgements on Somerset and Northumberland found in Source 3. From their own knowledge candidates can be expected to reinforce the sources and provide additional factors such as the religious grievances that culminated in the Western Rebellion, social and economic grievances that resulted in Ket's rebellion, the attitude of the local gentry and the pressures put upon central government to deliver a peaceful realm. At level 3, the issue of the problems facing the two dukes will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

- 1
- (b) *Use Sources 2, 3, 4, 5 and 6 and your own knowledge. How far do you agree with the view, expressed in Source 6, that 'At no time in the years 1547-58 was the country in danger of collapse'? Explain your answer, using the evidence from these five sources and your own knowledge*

(40)

Indicative content

This question enables candidates to address the issues surrounding the supposed mid-Tudor crisis and, by posing the hypothesis that the country was never in danger of collapse, enable candidates to explore alternative interpretations of the 'Crisis'. At lower levels, answers will start to compare the sources and link the sources with the candidate's own knowledge. They are likely either to support or challenge the quotation in Source 6. Those supporting the claim will probably use Source 3 and will back this by reference to sources 2 and 3. They will probably use their own knowledge to explain that Ket's rebellion was easily put down by government forces; Source 2 will probably be utilised to demonstrate that, although a monarch may seek to change the succession, ultimately it was parliament's decision and this demonstrated an underlying stability. – particularly in the light of events. Those seeking to challenge the given interpretation will use Source 5 and will back this by using Sources 2 and 4. Source 4 can be used, along with the candidate's own knowledge to point to the explosiveness of the situation in 1549. Source 2 points to a monarch creating a document, with the connivance of his advisors, that was essentially illegal and which sought to overturn the Will of the previous monarch (Henry VIII) as confirmed by parliament. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning the mid-Tudor crisis. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about the mid-Tudor crisis and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 3, 5 and 6. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526B - Paper 6B Mark Scheme
The Quest for Settlement: Cromwell and the Protectorate, 1653-58

- 1
- (a) *Use Sources 1, 2 and 3 and your own knowledge. For what reasons did Oliver Cromwell refuse the offer of the crown of England? Explain your answer using the evidence of these three sources and your own knowledge* (20)

Indicative content

This question asks candidates to focus on the reasons why Cromwell refused the crown and, whilst many will simply focus on the events surrounding his refusal, the question does give the more perceptive candidates the opportunity to explore the complexity of Cromwell's motives. Candidates can make reference to opposition from the army (Source 3) Cromwell's religious beliefs (Source 1) and the rejection of the possibility of stability and continuity (Source 2) From their own knowledge, candidates can be expected to reinforce the sources and provide additional factors such as impossibility, in Cromwell's mind, of a regicide becoming a king, the ways in which Cromwell's support within the army would be split, the likelihood of various factions within English society accepting such a move. At level 3, the issue of the refusal of the crown will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

1

- (b) *Use sources 3, 4, 5, 6 and 7 and your own knowledge. How far do you agree with the view that Cromwell failed in his search for settled government because he could not 'transform military rule into parliamentary government'? (Source 7 line 47-48) Explain your answer, using the evidence from these five sources and your own knowledge.* (40)

Indicative content

This question enables candidates to address the issues surrounding the search for settled government and, by posing the hypothesis that the failure to establish it was because of Cromwell's failure to convert military rule into parliamentary government, enables candidates to explore alternative interpretations of the reasons why settled government was not established during the Protectorate. At lower levels, candidates will start to compare the sources and link them with their own knowledge and are likely either to support or challenge the given interpretation. Support for the interpretation can be found in Source 6, which points to a range of different imperatives driving Cromwell that precluded his conversion of military rule to parliamentary government. Source 4, too, points to the ingrained nature of military rule with the implication that change would be virtually impossible. Challenge to the interpretation can be found in Source 5 which plays down the military element and implies that settled government was easily within reach. Support for this view can be found in Source 3, with its emphasis on continuity and the underlying conservatism of the political nation. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning the reasons why settled government was not found during the time of the Protectorate. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about the reasons why settled government was not found during the time of the Protectorate, and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 5, 6 and 7. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526C - Paper 6C Mark Scheme
Radicalism and the British State: the Chartist Experience, 1838-50

- 1
- (a) *Use Sources 1, 2 and 3 and your own knowledge. For what reasons did men and women become Chartists? Explain your answer using the evidence of these three sources and your own knowledge* (20)

Indicative content

This question asks candidates to focus on the reasons why men and women became Chartists and, whilst many will simply focus on the desire for the vote and the 'bread-and-cheese' reasons, the question does give the more perceptive candidates the opportunity to explore the complexity of political and economic motivations and the ways in which these changed over time and place. Candidates could make reference to economic imperatives (Source 1) and explain the reasons why, in some circumstances and for some people, these took precedence over political imperatives. Source 2 enables candidates to consider the ways in which the Charter was used as a focus for a whole variety of social discontents and, by hinting at a mis-match between the reasons Lovett and his supporters became Chartists and the reasons people in the industrial north joined the movement, should enable the more perceptive candidates to explore the ways in which motivation differed from place to place. Source 3 brings together political and economic imperatives and should enable candidates to explain that the intellectual core of Chartists were driving for political change so that economic and social ills could be righted. At level 3, the issue of the various motives of men and women in joining the Chartist movement will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

- 1
- (b) *Use sources 3, 4, 5, 6 and 7 and your own knowledge. How far do you agree with the view that Feargus O'Connor was the main inspiration and guiding force of the Chartist movement? (Source 7 line 50-51) Explain your answer, using the evidence from these five sources and your own knowledge*

(40)

Indicative content

This question enables candidates to address the issues surrounding the leadership of the Chartist movement and, by posing the hypothesis that it was O'Connor who was its main inspiration and driving force, enables candidates to explore alternative interpretations of the role of O'Connor and of other Chartist leaders. At lower levels candidates will start to compare the sources and to link the sources with their own knowledge and are likely either to support or challenge the given interpretation. Sources 5, 6 and 7 give very sharply differentiated interpretations of the role of O'Connor, and candidates should be able to focus on these either in support or challenge of the given interpretation. The more perceptive candidates will note that Hovell (Source 6) was one of the earliest historians of Chartism and that his views, particularly about the role of O'Connor and the structure of the movement, have been countered by later historians of the movement such as Thompson (Source 7) Candidates should recognise that Source 3 is taken from O'Connor's Chartist newspaper and gives a very clear exposition of the focus of his position and of what he wants the movement to achieve. This could be used to support the interpretation given in Source 7. This is in many ways contrasted by Source 5, which provides candidates with the opportunity to explore the rich variety of Chartist activity that did not involve O'Connor and to give further in-depth consideration to his role within the movement. This should lead candidates to Source 4, where O'Connor launches a blistering attack on Lovett and thus opens up for candidates the whole issue of the nature of the leadership of the movement and the ways in which both Lovett and O'Connor tried to mould Chartism. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning the role of O'Connor within the Chartist movement. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about the nature of the leadership of the Chartist movement and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 5, 6 and 7. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526D - Paper 6D Mark Scheme
Decline of the Liberal Party, c.1900-29

- 1
- (a) *Use Sources 1, 2, and 3 and your own knowledge. How were the Liberals, despite the challenges they faced, able to stay in power in the years 1906-14? Explain your answer using the evidence of these three sources and your own knowledge.* (20)

Indicative content

This question asks candidates to focus on the reasons why people supported the Liberal party in the years to 1914, and, whilst many will simply focus on the Liberal reforms, the question does give the more perceptive candidates the opportunity to explore the complexity of the changing nature of support for the Liberals at general elections and in the country at large. Candidates can make reference to the positive effects of Old Age Pensions and to the general support for them in the country at large (Source 1) to the industrial unrest that occurred after 1910 (Source 2) and to the ways in which (Source 3) the Party weathered this. Candidates own knowledge may include an appraisal of the level of support for the Liberal reforms, particularly the restricted nature of Old Age Pensions and problems over National Insurance; the two elections in 1910; the formal and informal alliances with Labour prior to elections and the potential problems of industrial unrest and the links between the trade unions and the Labour Party that were potentially damaging to Liberal support by the electorate. At level 3, the issue of support for the Liberals will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

1

- (b) *Use Sources 3, 4, 5, 6 and 7 and your own knowledge. How far do you agree with the view that Wilson's 'rampant omnibus' explanation (Source 7) for the decline of the Liberal Party is far too simple? Explain your answer, using the evidence from these five sources and your own knowledge of the period 1906-29.* (40)

Indicative content

This question enables candidates to address the issues surrounding the decline of the Liberal Party and, by posing the hypothesis that the decline was due to the First World War, enables candidates to explore alternative interpretations of the reasons for the decline. At lower levels, answers will start to compare the sources and to link the sources with the candidate's own knowledge and are likely either to support or challenge the given interpretation. Those supporting the claim that the Liberal decline was caused by the First World War will probably start with Wilson's 'rampant omnibus' interpretation and find support for this in Source 4 written during the War at the height of the leadership crisis. Challenge to the given interpretation can be found in a combination of Source 5, with its view that the Liberal Party was finished as a political force in 1913, backed by Source 3, with its emphasis on unrest and the prospect of change. Source 6 poses an alternative, almost counter-factual, view that can be used selectively to challenge or support the given interpretation. Candidates will use their own knowledge to develop what they find in the sources. They will probably address the impact the War had on British society and (driven by Source 4) on the leadership struggle that split the Liberal Party. In considering alternative interpretations, the points made in Source 6 could be developed, reflecting upon the whole process of decline. Reference could be made to the challenges faced by the Liberals prior to 1914 and to the general acceptability of Dangerfield's thesis. Mention should be made of the fortunes of the Liberal Party post-1918, to the continued antagonism between Asquith and Lloyd George and to Lloyd George's increasing isolation in the years to 1929. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning the reasons why the Liberal Party declined. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about the Liberal decline and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 5, 6 and 7. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526E - Paper 6E Mark Scheme
Hitler and the Nazi State: Power and Control, 1933-45

- 1
- (a) *Use Sources 1, 2 and 3 and your own knowledge. What was the purpose of propaganda in the Nazi state in the years 1933-39? Explain your answer using the evidence of these three sources and your own knowledge.* (20)

Indicative content

This question asks candidates to focus on the role of propaganda in the Nazi state and, whilst many will simply focus on describing the different types of propaganda used, the question does give the more perceptive candidates the opportunity to explore the complexity of issues surrounding the purpose of propaganda and the ways in which the Nazis used it, for example, to create the charismatic image of Hitler and to convince the German people that Volksgemeinschaft had been achieved. Candidates can make reference to the role played by the massed rallies (Source 1) in creating a sense of unity and purpose as well as creating and developing Hitler's public image. Source 2 gives an insight into what Hitler saw as the function of propaganda. Source 3 gives an example of a specific use of propaganda - to prepare people for the elimination of the Jews from Germany. Candidates can be expected to reinforce the sources from their own knowledge and provide additional factors such as the use made of the press, cinema, sporting events such as the Olympic games, posters, photographs, art and culture in general. At level 3, the issue of the role of propaganda will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

- 1
(b) Use Sources 2, 3, 4, 5 and 6 and your own knowledge. How far do you agree with the view that the policy of Hitler and the Nazi state toward the Jews was 'plain and unwavering' (Source 4) in the years 1933-45? Explain your answer, using the evidence of these five sources and your own knowledge.

(40)

Indicative content

This question enables candidates to address the issues surrounding Nazi policies towards the Jews and, by posing the hypothesis that genocide was always the Nazi's long-term aim, enable candidates to explore alternative interpretations. At lower levels candidates will start to compare the sources and to link them with their own knowledge and are likely either to challenge or support the given interpretation. Those supporting the claim will use Source 4, from which the interpretation is taken, and develop this by using Source 6 selectively. More able students will be able to engage fully with the complexity of Source 6, which offers the interpretation that the long term plan to exterminate the Jews was necessarily overlaid by shorter term imperatives. Challenge to the claim can be found in Source 5 which finds no such long-term plan and Source 6 could be used here to show that Goldhagen's admission that there were alternative goals and imperatives may well not have been masking a long-term aim of genocide but could be supportive of the interpretation given in Source 5. Reference to the primary sources 2 and 3 should be made. Here Source 2 could be used to support the interpretation given in Source 6 by showing the many short and medium term goals that were occupying the Nazis, but could be used to show, because of its emphasis on blood, race and 'eternal values', long held ambitions of the Nazis to 'purify' the German race. Source 3, on the other hand, would seem to imply that a sudden decision to 'solve' the Jewish question 'once and for all' had been made by Hitler as late as November 1938. Candidates should use their own knowledge in contextualising the different interpretations and in developing their own, based upon an analysis of Nazi policies toward the Jews. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning Nazi policies toward the Jews. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about Nazi planning for genocide, and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 4, 5 and 6. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526F - Paper 6F Mark Scheme
The Soviet Union After Lenin, 1924-41

- 1**
- (a)** Use Sources 1, 2 and 3 and your own knowledge. Why, by 1929, had Stalin emerged as Lenin's successor? Explain your answer using the evidence of these three sources and your own knowledge. (20)

Indicative content

This question asks candidates to focus on the process by which Stalin emerged as Lenin's successor and, whilst many will simply focus on sequencing events, the question does give the more perceptive candidates the opportunity to explore the complexity of motives and ideologies. Candidates can make reference to Stalin's strategy and tactics (Source 1); to the basis of Stalin's support (Source 2) and to his hypocrisy (Source 3). The provenance of Sources 2 and 3 should be sufficient to trigger candidates' own knowledge of wider aspects of the power struggle. From their own knowledge, candidates can be expected to reinforce the sources and provide additional factors such as manoeuvring for power amongst the main contenders, the importance of Lenin's Testament, and differing ideologies. At level 3, the issue of Stalin's rise to power will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

- 1
- (b) Use Sources 3, 4, 5, 6 and 7 and your own knowledge. How far do you agree with the view that, in the years 1928-41, Stalin built a Soviet state that was obedient to his personal dictatorship? Explain your answer, using the evidence of these five sources and your own knowledge.

(40)

Indicative content

This question enables candidates to address the issues surrounding the nature of Stalin's control in the Soviet Union and, by posing the hypothesis that he had created a state subservient to his personal dictatorship, enables candidates to explore alternative interpretations. At lower levels, candidates will start to compare the sources and link them with their own knowledge and are likely either to support or challenge the given interpretation. Candidates are likely to begin with Source 7, from which the interpretation is taken, and find support in Source 5 which, though critical of Stalin, emphasises the importance of centralisation and control. This is backed up by a contemporary judgement (Source 3) which implies that power is Stalin's main objective. On the other hand, Source 4, whilst agreeing with Source 3, does give a credible explanation as to why such force and apparent cruelty was necessary. Challenge to the given interpretation can be found in Source 6, which emphasises the lack of central control and could be supported by Source 2 as showing that Stalin wishes to be all things to all men, thus implying a lack of central control and personal dictatorship. Some limited support, too, could be found in Source 5 with its implication that some situations were, or could be, out of control. Candidates will use their own knowledge to develop what they find in the sources. Expect reference to the structure of the state and the methods of control, to Terror, to collectivisation and to the Five Year Plans as providing examples of Stalin's personal dictatorship - or lack of it. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning the nature of Stalin's control of the Soviet Union. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about the nature of Stalin's 'dictatorship' and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 4, 5 and 6. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

6526G - Paper 6G Mark Scheme
The Origins and Early Development of the Cold War, 1945-62

- 1**
- (a) *Use Sources 1, 2, 3 and your own knowledge. How did the Marshall Plan intensify the emerging Cold War in the years to 1949? Explain your answer using the evidence of these three sources and your own knowledge.*

(20)

Indicative content

This question asks candidates to focus on the origins of the Cold War immediately after 1945 and, whilst many will simply focus on the Marshall Plan itself and the ways in which it was perceived, the question does give the more perceptive candidates the opportunity to explore the complexity of the emerging Cold War. Candidates can make reference to the motives of the USA (Source 1) to the reaction of the USSR (Source 3) and to an explanation of that reaction (Source 2). From their own knowledge, candidates can be expected to reinforce the sources and provide additional factors such as the change in US policy in 1945 resulting from the behaviour of the USSR in eastern and south-eastern Europe, the incompatibility of American and Soviet views about the re-building of Europe and the greater strength of the US political and economic system. At level 3, the issue of the role of the Marshall Plan in the emerging Cold War will be seen through a web of references both to the sources and to the candidate's own knowledge. Explicit, developed and supported judgements will be made.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

- 1
- (b) Use Sources 2, 3, 4, 5 and 6 and your own knowledge. How far do you agree with the view that, in the years to 1962, 'the direction of superpower relations depended on individual superpower leaders' (Source 6, line 56)? Explain your answer, using the evidence of these five sources and your own knowledge.

(40)

Indicative content

This question enables candidates to address the issues surrounding superpower relationships and, by posing the hypothesis that these were driven by individual superpower leaders, enables candidates to explore alternative interpretations. At lower levels, candidates will start to compare the sources and link them with their own knowledge and are likely either to support or challenge the given interpretation. Candidates are likely to start with Source 6, from which the given interpretation was taken and will find support for this in Source 4, with its emphasis on the change in US policy that occurred when Kennedy replaced Eisenhower. Support, too, can be found in Source 3 where the Plan and Doctrine are linked to individuals. Challenge to the given view can be found in Source 5 which, unpicked, gives a range of alternative interpretations of what drove superpower relationships. These could be supported by Source 2 which provides an historical explanation (that is itself an interpretation) for the continuity of Russian attitudes to international relations. Candidates will use their own knowledge to develop what they find in the sources and will introduce the idea of alternative interpretations for what drove superpower relations. These could include differing ideologies, contrasting economic systems and / or the existence of atomic weapons and the arms race, for example. At Level 3 and above, the explanation will be developed and infused with recognition that there are different interpretations concerning superpower relations. For levels four and five, candidates will present a sustained argument, recognising the existence of different interpretations about superpower relations and showing an understanding that historians have presented the period in different ways, as exemplified by the sources and reinforced by their own knowledge, and they will engage with the differences of emphasis contained in Sources 4, 5 and 6. In coming to a conclusion, they will marshal the sources to support their own opinion, but will also recognise the existence and merits of alternative views or issues these alternative interpretations present. Use of all the required sources will be expected, as will some sense of the merits of the different arguments that will be supported by appropriate reference to material from outside the sources.

Credit will be given for:

- contextualisation of the sources
- explanation and evaluation of differing views about the issue
- making links and connections between the given material and the candidate's wider understanding of the issues involved in the debate.

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