

Mark Scheme January 2008

GCE

GCE History (6521)

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GCE History Mark Schemes

General Instructions on Marking - All Units

Principles of Assessment

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

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

Date of marking

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

Addition of marks

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

Annotation

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

Answers should be analysed as follows:

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

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

Marking of Questions

(a) Levels of response

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

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

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

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

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

Maps and diagrams drawn by candidates

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

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

Comments by examiners on answers and on scripts

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

Consistency

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

Spread of marks

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

Rubric offences

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

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

Illegibility

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

Quality of written communication

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

Deciding on the mark point within a level

1. The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at level four, would not by itself merit a level four award - but it would be evidence to support a high L3 award - unless there were also substantial weaknesses in other areas.

2. Where the mark range for a level exceeds 5, the level has been divided into 3 sub-bands, high mid and low. To decide which sub band to award within a level the following factors should be taken into account:
 - the range and depth of coverage of issues
 - the amount and accuracy of supporting information
 - the consistency with which the standard is maintained throughout the work.

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

3. Assessing quality of written communication

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

Unit 1 (6521) Mark Scheme

Generic Level Descriptors

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

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

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

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

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

Level 1 **Simple Statements**

Responses are likely to be direct quotations or paraphrases from one or more of the sources. Sources will be used in the form of a summary of information in relation to the question.

(1-6)

Level 2 **Developed statements**

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

(7-16)

Level 3 **Developed explanation**

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

(17-20)

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

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

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

(40)

AO1a and AO1b: 15 marks, AO2: 25 marks

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

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

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

Level 1 Simple Statements

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

(1-8)

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

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

Question Number	Indicative content	Mark
1. (a)	<p>Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to progress to the key mark point of Level 2. Possible areas of agreement include Source 1, clause 2, which clearly states that neither 'shall in any way support the rebels of the other party, nor permit them to be favoured or stay in his dominions'. Further, the purpose of Source 3 is to make a marriage alliance between the two kingdoms, but inserted into this alliance is the understanding that 'neither King Henry nor King James shall receive or help any traitors or rebels against the other'. Areas of disagreement with the statement include Source 2 which reveals the importance of financial considerations in Henry's foreign policy 'the King of England agreed to make peace upon the condition that the French King should pay every year 3,000 crowns to Henry VII during both their lives'. Further, in Source 1, clause 19 highlights the financial gain for Henry of the marriage alliance, 'the marriage payment is to be 200,000 scudos'.</p>	20

Question Number	Indicative content	Mark
1. (b)	<p>Possible areas of agreement with the proposition include Source 5, 'Henry's good fortune can be seen in his winning the battles of Bosworth and Stoke, . . .and in inheriting a nobility that was smaller and less powerful'. Source 6 supports this view by stating that 'he had the advantage of replacing a king who had been widely disliked'. Source 4 highlights the support of the Earl of Northumberland in the north, and appears to suggest that opposition in the North was towards the level of taxation rather than against Henry VII. Areas of disagreement, Source 5, highlights the fact that he did face serious threats at home and abroad. This last point can be developed using own knowledge to show where the main threats came from supporters of Lambert Simnel, the role of John de la Pole, Margaret of Burgundy and the Irish rebels. In addition, Sources 4 and 6 hint at a continuing affection for Richard III in the North.</p> <p>There will be responses that simply describe, with varying degrees of accuracy, the ways in which Henry VII was very fortunate to hold on to power. Such responses can get to the top of Level 2. For progression to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and Level 4 must have a clear understanding of the view that Henry VII was very fortunate to hold on to power in the period 1485-89 and arrive at a judgement.</p>	40

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

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make a detailed comparison of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to progress to the key mark point of Level 2 but no further. Possible areas where agreement could be seen include Source 1, where Charles is openly negotiating with the Scots to provide him with places of security and supply, thereby implying that Charles I is not willing to reach a settlement with Parliament. Further, the view in Source 3, reinforces this point because it shows a loss of confidence in Charles through the Vote of No Address. Thus Parliament feels it is futile to continue trying to reach a Settlement with Charles because of his actions. Areas of disagreement are to be found in Source 2, which infers that it is Cromwell's militaristic stance, 'To reinforce his message, Cromwell laid his hand upon the hilt of his sword', that has prevented a settlement with the King being reached.	20

Question Number	Indicative content	Mark
1. (b)	Source 6 can be used as the basis of creating a structured argument with specific examples of the hostility of the political Presbyterians, 'the key anti-army measures included the fact that only Presbyterians should be officers in the army and . . . the NMA was to be disbanded, with enough money to pay it eight weeks of wage arrears'. Further, the Declaration of Dislike was viewed as a political attack on the soldiers, and was key to the politicisation of the NMA. On the other hand, Source 5, would appear to suggest that it was the right to elect their government that politicised the NMA. Many troops felt that having fought for Parliament they should be rewarded with the right to elect their own government. Own knowledge could be used to support this point by discussing the significance of events leading up to the Putney Debates, October 1647. Areas of disagreement include Source 4 which is a clear attack by a Presbyterian minister against the NMA, possibly as propaganda to discredit the NMA, or to show how great a threat the NMA was to the political Presbyterians. There will be responses that simply describe, with varying degrees of accuracy, the hostility of the political Presbyterians towards the Army and how this led to them emerging as a political force. Such responses can get to top of level 2. For progression to level 3, focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and 4 must have a clear understanding of the view that the hostility of the political Presbyterians did cause the Army to emerge as a political force in 1647 and arrive at a judgement.	40

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

Question Number	Indicative content	Mark
1. (a)	<p>Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement could be seen include Source 3, where the inmates are forced to break stones which even experienced stone breakers find hard work. Their diet is also very poor, possibly as a punishment for their failure to break the required weight of stones. Source 2 also implies that the treatment of the poor under the new Poor Law is harsher, when it objects to extra articles of food being brought into the workhouse by inmates. Areas of disagreement are shown in Source 1, where Bishop reports that the guardian is too generous and lenient towards the gangs of men resident in the workhouse. The opening line shows his view very clearly about how workhouses should be run, 'The workhouse is not an object of terror'. Source 2 also highlights this parsimonious attitude of the Poor Law Commissioners when they complain about the fires in the female ward, and it making them, the inmates, too hot.</p>	20

Question Number	Indicative content	Mark
1. (b)	<p>Possible areas of agreement include Source 5, in which Gash shows how the system was abused by the farmers, who wanted to retain a reserve pool of labour for the summer work of ploughing and harvesting. He is critical of the farmers and the way they used, or abused the old Poor Law and parish support for the poor. Farmers relied on the poor rate to keep the agricultural workers tied to the community. This was done by paying out relief to workers throughout the winter months when there was no work available for them. In this way farmers were able to keep agricultural wages depressed and therefore continued to encourage poverty. In addition, Source 6 highlights how the nineteenth century authorities on the poor believed reliance on the parish to supplement wages encouraged laziness, reduced the willingness to work, and led to larger families. This source also implies that the growing burden of poor relief was depressing the incomes of the ratepayers. Source 4 on the other hand, implies that denial of relief under the old Poor Laws did not lead to greater poverty, in fact quite the opposite. The Report suggests that denial of poor relief actually led to improved industry, thrifty habits, increased wages and a permanent demand for labour. Own knowledge can be used to develop this source and the motives behind the Report's writers. There will be responses that simply describe, with varying degrees of accuracy, the ways in which the old Poor Law did/did not relieve poverty and whether it encouraged greater dependence. Such responses can get to the top of Level 2. For progression to Level 3, focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Level 3 and 4 must have a clear understanding of the view in the ways it operated the more the old Poor Law relieved poverty, the more it encouraged the poverty it relieved and arrive at a judgement.</p>	40

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

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. In Source 1 it is clear that Mary Stocks views Mrs Pankhurst as a 'hero', as an inspiration for women to follow. In Sources 1 and 3, we can see the appeal of Mrs Pankhurst as a leader, always leading by example. Areas of disagreement, in Source 2, Marsden is clearly not convinced of the leadership qualities of Mrs Pankhurst, instead believing that 'she has abandoned her judgement, her original ambition to take a responsible part in politics'. From this source one can infer that Mrs Pankhurst is not listening to her membership anymore, that she has thrown herself into the conflict with the government with no regard for those women 'who would have brought about change', but who have now 'left her ranks'. Source 3 in some ways reflects this view of her rigid leadership, when Pankhurst states, 'this was our inflexible custom. Autocratic? Quite so'.	20

Question Number	Indicative content	Mark
1. (b)	Source 4 shows some agreement with the proposition in the question. Fawcett is pointing out that in late November 1910 the reaction of the suffragettes to the failure of the First Conciliation Bill has not helped their cause. In fact she clearly sees their militant actions as detrimental to the campaign, 'and then these idiots go out smashing windows and bashing minister's hats over their eyes'. Source 5 gives an example of one incident of militancy by the WSPU and the reasons for this 'we have tried blowing him up, to wake his conscience'. Further, this source highlights how important militancy was to the WSPU in attempting to bring the cause of votes for women to public attention. This source disagrees with the view that militancy undermined their cause, because Pankhurst is arguing that every other method they have tried to settle the question of women's suffrage has failed. Source 6 disagrees with the view in Source 5, by stating that Pankhurst's claim that militancy was justified, was wrong. Women had been slowly eroding public opposition to women's suffrage by participating in public roles in local government, and as a result public opinion had begun to swing towards support for the cause. However, Pugh also highlights the fact that many 'M.P.s were lukewarm suffragists, and were not prepared to treat the issue as a political priority'. Own knowledge can be used to develop the debate highlighted in the sources about how militancy did, or did not, undermine the case for women's suffrage. There will be responses that simply describe, with varying degrees of accuracy, the ways in which militancy helped or hindered the suffrage case. Such responses can get to the top of Level 2. For progression to Level 3, focus must be on the question, a clear engagement with the stated factor and the debate outlined in the sources. Candidates operating at Level 3s and 4 must have a clear understanding of the view that in the period 1910-14 militancy undermined the case for women's suffrage.	40

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

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. It is clear in Source 1, from Nadia Krupskaya, that support for the Bolsheviks was rising, that membership was increasing and that they were gradually winning the workers. In the opening statement, she states they 'were confident that together with the workers we could succeed'. In addition, Source 3 highlights how the influence of Bolshevism is growing within the army, 'Bolshevism is continuing to sap the fighting strength of the army'. The only reason that the Bolsheviks have not attempted a coup, is because they are unsure of the strength of opposition from the army. Areas of disagreement include Source 2, where Kamenev and Zinoviev state that now is not the right time to start an uprising. They believe that the party still does not have the trust of the masses and therefore an 'armed insurrection, would be doomed to defeat and disastrous for our Party.	20

Question Number	Indicative content	Mark
1. (b)	Source 5 clearly shows how the Tsar's traditional supporters refused to disband the Duma, 'the highest ranking officers disillusioned with the progress of the war were the first to suggest that he should stand down. Further, the police and the army told Nicholas they were unable to control the strikes and demonstrations breaking out in Petrograd and other parts of Russia. It was at this point that the Tsar became aware of the hopelessness of his situation. Source 4, challenges this view by stating that there is growing opposition amongst the mass of the population to the Tsar and his government, 'complaints . . . about the corrupt government, the unbelievable burdens of war and everyday . . . life' were leading to open opposition to the regime. Source 5 agrees with this, it sees the role of the strikes and demonstrations in Petrograd in February 1917 as symptomatic of this growth of opposition. However, Lynch is convinced that it was the loss of his traditional supporters that made the Tsar's position unsustainable. Own knowledge can be used to further develop the role of the Tsarina and her mismanagement of the Duma, and/or Nicholas' handling of the war. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which the Tsar's traditional supporters caused the fall of his government. Such responses can get to the top of Level 2. For progression to Level 3, focus must be on the question, a clear engagement with the stated factor and debate set out in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view that the abandonment of the Tsar by his traditional supporters caused the fall of the Tsar's government in February 1917 and arrive at a judgement.	40

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

Question Number	Indicative content	Mark
1. (a)	<p>o not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas where agreement can be seen include Source 1, in which Delmer clearly shows Hitler accusing the Communists of starting the fire. Source 3 supports this view, here Diels states that van der Lubbe was linked to the Communists, 'I read the Communist leaflets that he carried in his trouser pockets'. In addition van der Lubbe confessed to starting the fire, and Diels was convinced that 'he knew his crazy business so well, he needed no helpers'. Source 2, on the other hand is unsure about who holds responsibility for starting the fire, 'whether or not the Nazis were responsible for starting the fire', followed by 'it would have been impossible for van der Lubbe to set fire to so many different parts of the building'. What can be inferred from von Papen's memoirs, is that the only Party to benefit from the Fire was the Nazis, 'they certainly gained a great tactical victory over both their political opponents and their allies'.</p>	20

Question Number	Indicative content	Mark
1. (b)	<p>Source 5 can be seen to agree with the proposition in the question, 'violence had been a key feature of Nazi politics from the start', and Hitler publicly declared his 'unlimited loyalty' to members of the SA found guilty of the murder of a communist in Potempa in August 1932. Any use of Munich Putsch must be explicitly linked to the discussion of violence in the period 1929-32. On the other hand Source 4 would seem to suggest that it was the nature of Nazi propaganda which accounts for their success in the November elections of 1930. Although he is a little contemptuous of their views, 'Its campaign talk was the sheerest drivel. . its leaders talk of the Third Reich, a confused mystical idea. . they gained most support with cheap and vulgar but entrancing words'. Finally, Source 6 states that it was nothing to do with the violence or propaganda of the Nazis why they were so successful, but more to do with 'frighteningly swift rise in unemployment'. Own knowledge can be used to develop any of the issues drawn from the sources which provide the basis for debate. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which the Nazis used violence and intimidation to achieve electoral success. Such responses can get to the top of Level 2. For progression to Level 3 focus must be on the question, a clear engagement with the stated factor and the debate set out in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view that violence and intimidation were primarily responsible for Nazi electoral success in the period 1929-32 and arrive at a judgement.</p>	40

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

Question Number	Indicative content	Mark
1. (a)	Do not be too severe on candidates who make detailed comparisons of the sources without actually going beyond the surface features to address the sources as evidence. Such candidates giving a full and detailed comparison should be able to get to the key mark point of Level 2. Possible areas of agreement could be seen to include Source 1 where von Luckner states that the impact of Prohibition has had a positive impact on the Americans. The removal of the filthy saloons, . . . the labourers spending less on alcohol and more on cars and other consumer products. In addition, alcohol related crimes have been reduced. Source 3, further reinforces the decline in the national consumption of alcohol, and the number of cases of alcohol insanity had been reduced. Areas of disagreement include Source 3, which states that the number of arrests for drunkenness have increased, possibly because of the consumption, of vast quantities of moonshine. Source 2, supports this view, it points out how the making and selling of 'hooch' is more profitable. Further, from Source 2 it can be inferred that there is a general contempt for all laws, therefore Prohibition did not have a beneficial impact.	20

Question Number	Indicative content	Mark
1. (b)	Areas of agreement with the stated factor include Source 4, where Ryerson implies that the amount of federal funds available for relief programmes and to help the unemployed was insufficient. Thus candidates can infer from this source that federal economic measures were inadequate to support the number of unemployed or even to provide some forms of employment. 'I obtained \$12 million. You can imagine how far that went in relief programmes in 1932. It lasted only three months.' Source 5 supports this view, in that Hoover's other strategy, voluntarism failed as 'General Motors and other large businesses broke pledges and cut wages'. Further, the RFC was intended to provide additional financial support to large and small businesses, but it was too slow and the funds were too inadequate to cope with the scale of the economic problems. Finally, Source 6 highlights yet another federal government failure, the Hawley-Smoot tariff, which blocked international trade and 'compounded the economic misery'. Areas of disagreement include Source 4, where Ryerson claims that a failure to support Hoover's reforms was the reason for the Depression, in fact he believed that Hoover was 'a humanitarian, more than any other President we have ever had'. There will be many responses that simply describe, with varying degrees of accuracy, the ways in which the Federal economic measures from 1929 were responsible for the US economy's failure to recover from the Depression. Such responses can get to the top of Level 2. For progression to Level 3 the focus must be on the question, a clear engagement with the stated factor and the debate outlined in the sources. Candidates operating at Levels 3 and 4 must have a clear understanding of the view that Federal economic measures from 1929 were responsible for the US economy's failure to recover from the Depression by 1933 and arrive at a judgement.	40

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