

# Mark Scheme January 2008

GCE

GCE History (6522)

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## General Instructions on Marking

### Principles of Assessment

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

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

### Date of marking

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

### Addition of marks

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

### Annotation

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

Answers should be analysed as follows:

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

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

### Marking of Questions

#### (a) Levels of response

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

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

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

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

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

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

#### **Maps and diagrams drawn by candidates**

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

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

#### **Comments by examiners on answers and on scripts**

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

## Consistency

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

## Spread of marks

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

## Rubric offences

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

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

## Illegibility

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

## Quality of written communication

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

## Deciding on the mark point within a level

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

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

### 3. Assessing quality of written communication

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

#### Quality of written communication level descriptors

##### Level 1

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

##### Level 2

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

##### Level 3

Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found.

##### Level 4

Writing will be controlled and coherent, although some stylistic misjudgements may be found. However, the candidate who can analyse historical phenomena of some complexity will also be able to convey that analysis in logical, well-structured ways. Occasional syntactical and / or spelling errors may be found.

## Generic Level Descriptors

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

### Awarding marks at key mark points and within level bands

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

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

**Level 1 Simple Statements**

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

(1-6)

**Level 2 Developed statements**

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

(7-16)



**Level 3      Developed explanation**

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

(17-20)

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

(40)

**Awarding marks at key mark points and within level bands**

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

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

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

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

Level	Band	Key Mark Point
Level 1 (1-8 marks)	Low (1-3 marks)	2
	Mid (4-6 marks)	5
	High (7-8 marks)	8
Level 2 (9-20 marks)	Low (9-13 marks)	11
	Mid (14-17 marks)	16
	High (18-20 marks)	19
Level 3 (21-35 marks)	Low (21-25 marks)	23
	Mid (26-30 marks)	28
	High (31-35 marks)	33
Level 4 (36-40 marks)	No bands	39

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

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

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

Question Number	Indicative content	Mark
1.(a)	The question is focused on Wolsey's years as Lord Chancellor and on his relations with the nobility during this period. The end date is intended to allow reference to the Eltham Ordinances, and to direct candidates away from the divorce and the role of faction in Wolsey's fall. Candidates can consider his attempts to restrict access to the King, his treatment of the minions, his use of the law courts and his own role as chief adviser. Reference may be made to other aspects, such as the treatment of the Yorkists and the greater nobility, but for reward at L3 candidates must be able to distinguish Wolsey's role in these matters from that of the King. Similarly, Wolsey's use of taxation and the subsidy, as well as his attempts to reverse enclosures, could be considered as an attack on noble wealth, but for L3 candidates must make their impact explicit. Description of Wolsey's actions and policies should be marked within levels 1 and 2 according to range/depth of material; for L3 there needs to be explicit reference to the ways in which they challenged or threatened noble power and/or status.	20

Question Number	Indicative content	Mark
1.(b)	The focus of the question is on the gradual weakening and collapse of Wolsey's relationship with Henry. The wording of the question is intended to direct candidates away from his fall in 1529, towards the more gradual decline of Wolsey's position, and candidates may or may not include his final dismissal from Court in 1529. However, a response that deals only with this and fails to consider the problems that he faced before 1525 should not go beyond L3 band 1. Explanations of his general unpopularity, the attitude of influential nobility, reactions to taxation, his relations with parliaments and other causes of grievance against him can provide evidence of the initial weakening of his power, with later developments drawn from failures in financial and foreign policy, the king's divorce and the role of court factions (including Anne Boleyn) in destroying the relationship with Henry on which his power depended. Candidates can legitimately emphasise either the gradual decline in Wolsey's position, or the growth of problems after 1525, in order to address 'increasingly' but level 4 responses will require both to be considered to some degree in order to demonstrate interaction and/or relative importance. High level responses will offer both range and depth of support as well as developed causal links, but responses cannot be exhaustive in the time allowed.	40

Question Number	Indicative content	Mark
2.(a)	<p>The question has a precise focus, reflecting the eventful nature of this period after the signing of the Treaty of London. It covers the breakdown of the peace and England's balancing act between France and Spain, the attempt to renew war in France and Charles's great victory at Pavia. Candidates can refer to war, but for reward at high levels this must be linked in some way to diplomatic relations. Those who simply narrate foreign policy will not score highly. Reference can also be made to relations with the Papacy and Wolsey's candidature, and the role of Charles in its failure. It is also acceptable for candidates to consider the wider context of foreign relations in this period, but responses at high L2/L3 must relate this to English diplomatic successes and/or failures, either implicitly at L2 or explicitly for L3. A narrative or description of events should be marked within levels 1 and 2 according to range/depth of material. For L3 candidates need to define 'features' such as failure, lack of clear direction, or the inability to take the initiative, and demonstrate explicitly that these characterised English diplomacy in this period.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The question is focused on the extent of Wolsey's power and his success in retaining it for so long. It does not specify a starting date because the acquisition of power was gradual, and it is likely that responses will focus on the period after 1515, but candidates must be allowed some flexibility here, and any material that is clearly relevant to Wolsey's successful retention of power can be rewarded. Candidates are likely to focus on his skills, his prodigious work rate, and on his ability to please the king, but they may also consider Henry's attitude to Wolsey and his rivals. Candidates can therefore also consider the mistakes and limitations of those who wished to challenge him as a factor in Wolsey's retention of power, as well as on his ability to isolate and/or intimidate potential rivals. Reference can be made to Wolsey's failures in order to highlight his ability to retain power, but this should not be the focus of the question, and explanations of his fall should not be rewarded unless they are explicitly made relevant - for example to highlight qualities and skills that he lost. Candidates are likely to consider the divorce, and can legitimately claim that the possibility of success was one reason for Wolsey's survival until 1529. L3 responses require explicit causal links, while L4 requires consideration of the interaction or relative importance of different factors.</p>	40

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

Question Number	Indicative content	Mark
<b>3.(a)</b>	<p>The question is focused on the measures and changes introduced into the Church by Laud during the Personal Rule. The starting date relates to his appointment as Archbishop of Canterbury and the Injunctions that he issued in that year, which were followed by changes in the position of the altar in 1635, the destruction of some closed pews, the introduction of bells, music and ornamentation, which continued right up to 1640. Candidates may also be aware of the new canons issued in 1640, and the 'et cetera' oath required of the clergy. The phrase 'churches and church services' is intended to exclude the role of bishops, the Church Courts and Laud's activities as a Privy Councillor, including Star Chamber. However, Bishops' visitations and the punishment of clerical opposition may be relevant if candidates consider a feature such as enforcement. Responses that describe measures or offer a narrative will be marked within levels 1 and 2 according to range/depth of material. For L3 candidates need to define features, such as decoration, central control, similarity to Catholicism, or enforcement, and select material to illustrate them, using explicit links to show their extent and importance.</p>	20

Question Number	Indicative content	Mark
<b>3.(b)</b>	<p>The focus of the question is the Bishops' wars of 1639-40, and the inability of the king to restore his authority in this period. Candidates may well refer to the events of 1637-8 or to earlier actions by Charles, to explain the outbreak of the rebellion, but for this material to be rewarded at L3 and above, it must be clearly linked to range/depth of support and Charles's inability to retain or restore control. Candidates can also consider the nature of Scottish resistance, the king's financial problems, the lack of support for the war in England, and contacts between English and Scottish opposition. The inclusion of 1640 also allows the calling and attitude of the English parliament to be considered, and interaction of English and Scottish opposition to be developed. Description of events or a narrative approach is unlikely to go beyond L2. For L3 and above candidates need to develop explicit links to Charles's defeats and inability to restore his authority in Scotland. A response that does not address any Scottish factors will not go beyond L3 band 1, while a response that only addresses Scottish issues and events should not go beyond L3 band 2. Responses in band 3, at 31 marks and above should consider both English and Scottish factors, while those who can demonstrate their interaction, or explain relative importance, will access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on the methods used by Charles and his key advisers to silence those who opposed or protested against either the policies adopted during the Personal Rule, or against the Personal Rule itself. Candidates are not required to differentiate, although those who do may well score highly. Candidates can consider the silencing and dismissal of puritan ministers, the role of the Privy Council, the use of courts, both prerogative and common law courts, enforcement of existing rules over licensing and publications, and the use of more informal methods such as removal from the commissions of the peace or the withdrawal of patronage. They can also refer to the absence of parliaments. They are unlikely to be able to cover all aspects in depth and detail in the time available, and two or three developed points will be sufficient for L3. However, those who can categorise types of opposition, with examples, and relate these to different methods, should be given high marks. Responses that describe methods or offer a narrative will be marked within levels 1 and 2 according to range/depth of material. For L3 candidates need to establish explicit links between methods and the silencing of opponents.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the reasons why the opposition were unable to be content with what had been achieved by May 1641 (removal of evil Councillors, Triennial Act, Act against dissolving parliament without its own consent) and instead pursued further changes that eventually divided parliament and undermined their own security. Candidates are not required to describe these effects, but awareness of them may well offer a context for good responses, and reference can be made for the purpose of highlighting the danger of pursuing further demands. Candidates may also wish to define these demands (the Exclusion/abolition of Bishops, control of the King's choice of advisers, restriction of prerogative taxation and abolition of the prerogative courts) in order to make explicit causal links. However, the main focus of responses at L3 and above should be on the reasons why such demands were pursued. These can include fear and mistrust of the king, the realisation of how angry the opposition had made him, the implications of the methods used to destroy Strafford, rumours of military actions, the actions and personality of Charles, the influence of other kingdoms and the genuine religious convictions held by the opposition leaders. Candidates may refer to events before 1641 in order to explain some of these factors - for example the mistrust of Charles. However, for reward at L3 and above, the relevance of this material must be explicit. Candidates are not required to explain the outbreak of civil war, and those who cover the period from May to August 1641 in depth and detail can reach high levels without addressing the impact of the Irish rebellion. However, those who choose to include the Militia Bill and Grand Remonstrance among opposition demands should make reference to Ireland for this material to be rewarded at L3 and above. The best responses may well use a chronological structure to show how the situation deteriorated and a process of interaction forced the opposition into further demands across 1641-2, but any candidates who can demonstrate interaction and/or relative importance should access L4.</p>	40

6522B - Paper 2B Mark Scheme

Health, Welfare and the Constitution in Nineteenth and Early Twentieth Century Britain

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

Question Number	Indicative content	Mark
1.(a)	<p>The question is focused on the attempts made to improve public health provision and the urban environment in the aftermath of the 1831-2 cholera epidemic. These were primarily local, for example improved sewerage in Leeds in 1842, and were dependent upon individual effort, but some measures were taken and served as an example for the provisions made in 1848. Candidates can also consider the work of individuals like Chadwick, whose 1842 report drew attention to problems and suggested remedies. The term 'efforts' is intended to preclude discussion of the impact and success of measures taken, and allows the inclusion of failed or partially successful attempts by reformers. The specified date is intended to exclude the 1848 Act. Those who describe measures or offer a narrative account should be awarded marks within levels 1 and 2, according to range/depth of accurate material. For L3 candidates need to establish explicit links to show how efforts improved, or attempted to improve, public health provision.</p>	20

Question Number	Indicative content	Mark
1.(b)	<p>The question is focused on the conditions that encouraged the spread of cholera, and on the failure to amend these conditions sufficiently in the years 1832-48, allowing another devastating outbreak to occur. However, candidates may also refer to the newness of the disease and lack of immunity as a factor. They may consider the nature and condition of industrial cities, the lack of clean water and sewage disposal, travel and communications as reasons for its rapid spread. Factors can also include attitudes and lack of understanding, financial constraints, mistakes made by individuals such as Chadwick, the nature of parliamentary representation, the influence of local interests, and dislike of compulsion by central authority as reasons for a lack of progress and prevention. Better responses will consider a range of factors, although not necessarily in equal depth and detail. It is unlikely that candidates will be able to cover all factors in depth in the time available, and responses that either focus primarily on spread or on impact can attain L3 if links and support are sufficiently developed. Those who address both are likely to achieve good L3 marks (31 and above) and those who can categorise or link these arguments will access L4. For L3 candidates will need to provide clear explanatory links to show how different factors encouraged spread, delayed reform and allowed a new epidemic to occur, while L4 requires some explanation of their interaction and/or relative importance.</p>	40

Question Number	Indicative content	Mark
2.(a)	<p>The question is focused on the outcomes of the 1848 Act in terms of improved provision and the knowledge gained thereby. The term 'issues' is intended to create an open focus, so that candidates can draw on wider concerns than sewage and water, for example the increased awareness of housing problems, and the need for building controls and planning. However, this is not a requirement and responses that balance a narrower focus with depth of support can attain high levels. Those who describe the provisions of the Act with implicit links to increased awareness, or describe growing knowledge and understanding without relating it to the Act should be marked within levels 1 and 2, depending on range/depth of material. For L3 candidates need to offer some links to show how those who responded to the Act by improving provision were able to investigate problems or demonstrate results, so that knowledge and understanding of public health needs developed and improved.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The focus of the question is on the reasons for delay in establishing effective health provision after the passing of the 1848 Act. Candidates will have considered the growth of understanding in part (a) and can therefore focus on factors such as cost, political and social structures, political priorities and social attitudes, technical problems, time for effects to develop and poor communication, resistance to compulsion and the time needed to collect sufficient evidence to overcome these obstacles as reasons for slow progress. Responses that describe problems will be marked within levels 1 and 2 according to range and depth of relevant material. Similarly, those who offer a mainly narrative account will not go beyond L2, although the inclusion of some links to delay can access low L3, and the use of a chronological structure to show interaction can access L4. For L3 candidates will need to develop explanatory links to show why problems led to delay, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.</p>	40



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

Question Number	Indicative content	Mark
3.(a)	<p>The question is focused on the part played by both Edward VII and George V in the constitutional crisis and its outcome. Both monarchs supported the government, but both also sought to establish the public will by elections, and to act in mediation and encourage compromise. The question specifies the process of resolving the conflict, but the term 'role' allows the full range of actions taken by each monarch to be addressed. Descriptions of actions taken, or a predominantly narrative account should be marked within levels 1 and 2 according to range/depth of accurate material. Candidates do not need to consider both monarchs equally, but a response that addresses only one of them should not go beyond L2. For L3 there need to be explicit links to show how the actions taken helped to resolve the conflict and/or bring about the restriction of the Lords' power by pressurising, persuading or isolating those who resisted.</p>	20

Question Number	Indicative content	Mark
3.(b)	<p>This is a relatively straightforward question, although it does require some chronological accuracy in identifying the relevant reforms. However, those who successfully adopt a causal focus can range outside the specified years in identifying causes, and are not required explicitly to identify the reforms, although many will do so. Detailed description of the reforms will indicate a response at L2, unless they are clearly linked to particular causes such as the role of an individual, the nature of poverty, the requirements of national efficiency or the needs of specific target groups. Similarly, a narrative response or simple description of events should be marked within levels 1 and 2 according to range/depth of material. L3 requires explicit causal links. Factors can include growing understanding and concern with poverty through the work of Booth, Rowntree, and the experience of the Boer War, foreign competition and/or examples, the rise of Labour, the influence of New Liberalism and the role of individuals. Those who can explain interaction and/or the relative importance of different factors can access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on the role of the Conservatives in encouraging resistance in Ulster, and on their links with the Unionist movement. Detailed description of events in Ulster and the actions of the Orange Order, Carson and Craig is not relevant unless linked to Conservative support, and a generalised link should be regarded as implicit, or at best borderline. Good responses should be aware of the role and actions of Bonar Law and the party links with Unionism. Candidates can also address the role of the Lords' majority in resisting and delaying the Home Rule Act, and the importance of this in allowing resistance in Ulster to develop, as well as preventing the implementation of the Act before the outbreak of the First World War. Description of actions and measures, or a predominantly narrative response, should be marked within levels 1 and 2 according to range/depth of material. For L3 there needs to be a clear focus on actions taken by the Conservatives and explicit links to show how they helped to bring about the failure of Home Rule.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the growing difficulties experienced by Asquith's government in the years just before the outbreak of war, primarily outside parliament, although parliamentary events and affairs may well be relevant as causes of extra-parliamentary unrest. The phrase 'social and industrial unrest' excludes issues related to Home Rule and the Suffragettes, since these were primarily political conflicts, although some aspects of social and industrial unrest did involve women workers and individuals such as Sylvia Pankhurst. However, material of this kind must be clearly related to social and industrial unrest. Candidates can consider economic depression and unemployment, rising prices, and the limitations of social reform measures as reasons for discontent, as well as political motives such as the growth of Trade Unions and union militancy, the influence of socialism and syndicalism, and the role of the Labour Party. In addition, government handling of strikes and strikers helped to inflame the situation in 1912-13. Those who offer a predominantly narrative account, or simply describe unrest should be marked within levels 1 and 2 according to range/depth of material. L3 responses require explicit causal links, showing how events, actions, or the nature of Liberal policies led to unrest, and responses at good L3/L4 (31 marks and above) should address the concept of 'increasing' to some extent. Those who can demonstrate interaction, or use categories and/or interaction to argue the relative importance of different factors, will access L4.</p>	40

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

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

Question Number	Indicative content	Mark
1.(a)	<p>The question is focused on the two key debates in 1518-19, in which Luther's rejection of papal authority and his belief in Justification by Faith Alone became clear-cut and explicit. Candidates will need accurate knowledge of the main arguments advanced in the debates, but they can also draw on knowledge of Luther's ideas before and after these events to demonstrate how the debates influenced his development. Responses are likely to show how Cajetan moved the issue under debate from Indulgences and the nature of penance to the issue of obedience to authority, forcing Luther to confront the nature of his challenge and develop his claims on both faith and the role of scripture. They are also likely to address the role of Eck and his introduction of the name of John Hus, forcing Luther to challenge both the Papacy and the conciliar movement. Reference can be made to his reaction to excommunication in 1519-20, and to his 1520 pamphlets to demonstrate the nature of the development that followed the debates. Those who simply describe the course of events and/or the development of Luther's ideas should be marked in levels 1 and 2 depending on the range/depth of material offered. For L3 candidates need explicitly to relate Luther's development in 1519-20 to the nature and impact of the debates. Those who can also refer to his previous claims to highlight the significance of the debates should be awarded high marks.</p>	20

Question Number	Indicative content	Mark
1.(b)	<p>This is a straightforward question and candidates should be able to offer a range of reasons for Luther's success in these years, but good responses will address the precise focus of princely support, rather than offer only general factors explaining the appeal of Lutheranism. They can consider the context of his protest - the weaknesses of the Church, the complaints already published by other reformers, German sentiment, resentment of Rome, and dislike of religious dues and taxation all have some relevance to the princes. Luther's ideas and ability to communicate them effectively, his preaching and writings, his deliberate targeting of political leaders are all relevant factors, as are the mistakes and misjudgement made by the Church and its leaders in dealing with his protest. However, good responses should address the benefits of Lutheranism for secular rulers, and the impact of Luther's condemnation of the Peasants as reasons for princely support. They can also consider resentment of Imperial power, the ability to defy it in 1521-32, and the growth of princely alliances in encouraging conversions, as well as the genuine convictions of particular individuals. Those who describe factors or offer a narrative account of the period should not go beyond L2. L3 responses require explicit causal links to demonstrate why different factors created support for Luther among the princes, and good L3 responses (at 31 marks and above) should offer a range of factors as well as accurate and precise supporting examples. Those who can demonstrate the interaction and/or relative importance of different factors will access L4.</p>	40

Question Number	Indicative content	Mark
2.(a)	<p>The question is focused on the rivalries within the leadership of the Church, which made it difficult for either Emperor or pope to deal effectively with Luther and later with his followers. The generic term 'Emperor' and the specified dates allow reference to Maximilian and the Imperial election of 1519 (particularly relevant in relation to Frederick the Wise) as well as to the career of Charles V, but this is not a requirement and candidates can reach L3 by reference only to the reign of Charles himself. Hapsburg interests in Italy, the significance of the Papal States, and the imprisonment of Pope Clement are relevant, as are Papal attitudes to the calling of a General Council as favoured by Charles. From 1534, however, and the election of Paul III, it was Charles who hampered efforts to call a Council on the Pope's terms. It is unlikely that candidates will cover all such events in depth and detail in the time available, and high marks can be given to those who identify rivalries and political pressures, and offer accurate examples to illustrate the point. Those who describe problems or offer a narrative of events should be marked within levels 1 and 2 according to range and depth of material offered. For L3 there need to be explicit links to show how problems hindered attempts to silence Luther and/or deal with the Lutheran movement.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The focus of the question is on the period following the bigamy of Philip of Hesse and Charles's renewed opportunity to deal with Lutheranism, although candidates can legitimately argue that Lutheranism was already too strongly embedded in Germany, and support this with reference to earlier growth and achievements. However, a response that relied entirely on such argument would be mono-causal, and should not go beyond L2. Better responses will need to address the failure of the Regensburg Colloquy, the role of Maurice of Saxony in events both before and after Muhlberg (the fears engendered by Charles' treatment of Philip of Hesse and John Frederick of Saxony, his misjudgements of the situation and loss of support, including the alienation of Ferdinand and Maurice's betrayal, the role of France, the failure of attempts to reform the Church internally, and the terms of the Peace of Augsburg in 1555). Those who describe problems or offer a mainly narrative account will be marked within levels 1 and 2, according to range and depth of relevant material. For L3 there need to be explicit causal links to show why particular factors prevented the re-establishment of Catholic control. It is unlikely that candidates will be able to cover all factors in depth and detail in the time allowed, but good responses (at 28 marks and above) will address both reconciliation and suppression, although not necessarily to an equal extent, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.</p>	40

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

Question Number	Indicative content	Mark
3.(a)	The question is focused on the first decade of Paul's pontificate, when he was laying plans for a General Council but unable to call one because of the obstruction of Charles V. However, his encouragement of the idea can be considered an attempt to encourage reform. Reference can also be made to his appointment of leading reformers such as Pole, Contarini and Carafa to the position of cardinal, and his encouragement of the newly emerging Society of Jesus, to whom he presented a Bull of Foundation in 1540, on the recommendation of Contarini. He also encouraged a similar foundation for women - the Ursulines, founded in 1535 - which became a major order after Paul brought it into closer relationship with the Church and strengthened its administration. He also addressed the reform of the Church in this area, appointing a commission to consider organisational reforms, whose report in 1537 offered limited measures of reform but exposed a great deal of waste and corruption. Those who describe these measures should be marked in levels 1 and 2, depending on range and depth of material. For L3 there need to be explicit links to show how such actions and individuals furthered the cause of reform in the Church.	20

Question Number	Indicative content	Mark
3.(b)	The question is focused on the foundation, development and success of the Jesuits, as missionaries for the revival of Catholic faith and Catholic power. Despite hostility from the Spanish Inquisition and from Pope Paul IV, by 1565 there were over 3000 Jesuits working across three continents. Reasons for this success can include initial support from key figures such as Contarini and Paul III, the nature and organisation of the Order, the personality, skills and vision of its founder and first leader, Ignatius Loyola, and the ability to develop and adapt - for example the development of an educational role from 1546 and of a more aggressive attack on heresy under Jeronimo Nadal after his visit to Germany in 1555. Candidates can also consider the wider context of events to demonstrate that the Society fulfilled a need, especially in the years following the first session of the Council of Trent. Those who describe events or offer a predominantly narrative response should be marked in levels 1 and 2 according to range/depth of material. For L3 there need to be explicit causal links to show how different factors encouraged the success and/or development of the Order, while those who can explain the interaction or relative importance of different factors will access L4.	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on the features that characterised the career of Pole as a reformer, such as his humanist scholarship, his emphasis on faith and encouragement of the spirituali, his links with other moderate reformers like Contarini and Valdes, his loyalty to the Church as an institution, and his personal hesitations and inability to seize the initiative at crucial moments. The term 'role' allows both positive and negative aspects to be considered. Candidates can address his work for reform in the 1540s, his decision to leave the Council of Trent in 1547, his failure in the Papal election of 1550, and his attempt to restore Catholicism in England in the reign of Mary, to his death in 1558. Those who describe these events or offer a predominantly narrative response should be marked within levels 1 and 2, depending on the range/depth of material offered. For L3 candidates need to consider the characteristics of Pole's career, and explicitly relate them to his achievements and/or limitations as a reformer.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the growing aggression of the campaign against heresy during and after the meeting of the Council of Trent. The term 'heresy' indicates a focus on Protestant groups and ideas, but can also include those within the Church who were labelled heretics in an attempt to suppress their ideas. Hence reference can be made to Catholic reformers like Carranza and Contarini, as well as to those who fled to Protestant areas for refuge, like Peter Martyr and Bernardo Ochino. Increasing militancy can also be shown by reference to events in northern Europe, France after the death of Henry II, England under Mary and Scotland under Mary of Guise. Responses that describe militancy or offer a predominantly narrative response should be marked in levels 1 and 2 according to the range/depth of material offered. For L3 candidates need explicit causal links to the growth of militancy and reference to factors such as the development of the Index and Inquisition after 1542, the role and influence of Carafa/Pope Paul IV, the reassertion of Papal authority at Trent, the influence of the later Jesuits, the renewal of Catholic faith and the definition of Tridentine orthodoxy. Reference can also be made to failure of attempts at compromise, especially at Regensburg in 1541-2, and to examples of Protestant militancy and expansion as encouraging a strong Catholic reaction. Those who can explain the interaction of factors, or use a chronological framework to trace the development of increasing militancy across the period, or explain relative importance, will access L4.</p>	40

6522D - Paper 2D Mark Scheme

Challenges to Authority and the Struggle for a New Order in France and America in the Late Eighteenth Century

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

Question Number	Indicative content	Mark
1.(a)	<p>The question is focused on the growing co-operation among the American colonies in the years 1763-75, until they reached the point of establishing the first Continental Congress with the authority to raise troops and appoint a commander on behalf of the whole. This point was reached through a series of key events that led to increasingly effective attempts to bring about co-ordinated action and a united effort to assert American Rights. These began with the Sugar and Stamp Acts, the campaign for repeal and the Stamp Act Congress, and developed through the Townshend Acts, which led to the non-importation campaign, the growth of influence of the popular parties and the establishment of corresponding committees. Thereafter, the Hillsborough Resolutions, the Boston Massacre and the success of the Sons of Liberty helped to create the machinery for co-operation, until the Tea Act, the Boston Tea Party and the ensuing campaign of resistance led to the Coercive Acts and the calling of the First Continental Congress. Those who describe the sequence of events should be marked in levels 1 and 2 according to the range/depth of material offered. For L3 candidates need to define stages of development by showing how particular events changed attitudes and marked a new stage in the growing willingness of the colonists to unite in defence of their interests.</p>	20

Question Number	Indicative content	Mark
1.(b)	<p>The question is focused on the reasons why neither side was able to achieve a rapid victory in the years 1775-83, despite several occasions when either side might have tipped the balance in their own favour. Candidates can consider the resources, advantages and weaknesses of both sides, the role of foreign intervention, and the extent to which their aims, particularly those of the British were capable of achievement. They can also consider the role of individuals, such as George Washington. These factors operated throughout the war and can be considered conditional. In addition, they can look at particular decisions, errors or achievements that altered the course of the war and thereby prolonged it, as contingencies. Those who describe events or offer a predominantly narrative approach should not go beyond L2, although the inclusion of some causal links can access low L3. Secure L3 responses will have developed causal links and a reasonable range of factors. For high L3 (31 marks and above) there should be some consideration of both underlying conditions and the impact of particular events, while those who can utilise this to establish the role of conditional and contingent factors will access L4, as will those who can demonstrate the interaction and/or relative importance of different factors.</p>	40

Question Number	Indicative content	Mark
2.(a)	<p>The question is focused on the problems facing the new republic in 1783, which exposed the weaknesses of the Articles of Confederation, and helped to bring about closer ties and the creation of a federal state. Candidates can address relationships with foreign powers - Britain, Spain and France - economic pressures and threats to trade, as well as relations and rivalries between the colonies and other internal matters such as Shays rebellion. Candidates are unlikely to address the full range of issues in depth and detail in the time available, and candidates should be credited for both range and depth of support. However, a response that focused on only one issue or event, such as Shays rebellion, would be mono-focused and should not go beyond L2. Those who describe the situation should be marked in levels 1 and 2 according to the range/depth of material offered. For L3 there need to explicit links to show how events and developments exposed or demonstrated the weaknesses of the Articles.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The question is essentially focused on why the Americans won the War of Independence, since the restoration of control was Britain's principal aim throughout the struggle. Candidates can consider American strengths - geography and resources, local knowledge, popular support, the need for survival, foreign help and the role of particular individuals - as well as British weaknesses. These can include distance and the difficulty of maintaining supplies, the state of British forces in the area, mistakes made by leaders, both military and other, and the problem of defending a wider empire and home territory in the face of foreign intervention. Those who simply describe situations and events, or offer a predominantly narrative response should not go beyond L2, although the inclusion of some causal links can access low L3. Secure L3 responses will have developed causal links and a reasonable range of factors. For high L3 (31 marks and above) there should be some consideration of both American strengths and British weaknesses, while those who can demonstrate the interaction and/or relative importance of different factors will access L4.</p>	40



### Option II - France in Revolution, 1776-94

Question Number	Indicative content	Mark
3.(a)	<p>The question is focused on the first stage of revolution, from the meeting of the Estates-General to the return of both King and Assembly to Paris in October. The phrase 'political and social reforms' directs attention to the early measures introduced - the establishment of the National Assembly, the Declaration of the Rights of Man, the August Decrees, and the King's reluctant acceptance of them. The question is directed at both government and society because the nature of the reforms addressed both. Candidates are not required to range more widely and address economic conditions or wider social change, but can be rewarded if these are shown to be the effects of such measures. The question does require accurate chronology, and candidates cannot be rewarded for reference to events outside the specified period, although they may extend their impact and effects beyond October 1789. Those who describe events, or measures, or offer a predominantly narrative response should be marked within levels 1 and 2 according to the range/depth of material offered. For L3 there will need to be explicit links to show how measures and events reformed or improved the political and social condition of France.</p>	20

Question Number	Indicative content	Mark
3.(b)	<p>The question is focused on the King's deposition and execution rather than the causes of revolution, failure of reform or establishment of a republic, although all of these can be made relevant to an effective response. It is acceptable for candidates to offer a wide-ranging causal explanation by showing how the collapse of absolute monarchy, Louis' inability to act as a constitutional monarch, his foreign links, growing republican propaganda, and the impact of war led to his removal in 1792 and his trial and execution in 1793. Those who describe these events or offer a predominantly narrative response should not go beyond L2, but if causal links are explicit they should be awarded a secure L3 mark. However, better responses will focus more explicitly on his trial and execution, although the lack of dates in the question should preclude any focus on the timing of these events, and encourage focus on the reasons why it was deemed appropriate and/or necessary to remove him. These can include his character and role in the failure of attempts to reform the monarchy, the growing exasperation and/or failure of those who tried to work with him, the attitude of the republican parties and in particular the Jacobins, the impact of the war, the role of the sans culottes, and perhaps most significantly, his links with emigres and foreign powers. Those who can use these factors to show in explicit terms that even after deposition it was unsafe and/or unpopular to leave the king alive, should be awarded high marks within L3, while those who are able to show the interaction and/or relative importance of different factors will access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on the second phase of reform in France, and the work of the Constituent Assembly in local government, the establishment of legal, political and constitutional rights, a constitutional role for the monarch, a new relationship with the Church, and the management of the economy. Since this was not a period of unbroken or unchallenged achievement, the terms of the question require a measure of selection and judgement by candidates. Those who simply describe actions or events, or offer a predominantly narrative account should not go beyond L2. Those who ignore the focus on achievements and offer material on mistakes and weaknesses will not score highly, but should be rewarded for any relevant material that is included. L3 responses will offer material selected to show what was achieved and explicit links to demonstrate why these measures were achievements.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The focus of the question is on the failure of the constitutional monarchy and the extent of violence and terror that followed its collapse. Candidates can therefore focus on the reasons for failure, and draw on events in 1791-3, or even before that if they make the material clearly relevant - for example in relation to the character and attitudes of Louis XVI. Alternatively, they can legitimately interpret the focus of the question in terms of why the collapse was followed by violence and terror, and consider the bitterness that divided groups and factions, the impact of war, the role and attitudes of the republican leaders, the nature of events in Paris and the need to suppress counter/anti-revolutionary movements. Responses that simply describe events or offer a predominantly narrative account should not go beyond L2, but either approach can reach L3 if causal links are explicit. For high marks in L3 (31 marks and above) there should be some awareness of both aspects of the question, while those who can link the causes of collapse with the nature of the process (i.e. violence and terror) will access L4, as will those who can explain interaction and/or relative importance.</p>	40

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

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

Question Number	Indicative content	Mark
1.(a)	The question is focused on the role of the Church, and of Pius IX in particular, in obstructing the unification of Italy. Candidates can consider his Allocution, his flight to Gaeta, and his call for foreign help in 1848-9 and the retention of a French garrison until 1870. It is also possible to argue that his raising of false hopes in 1846-7 misled nationalists and encouraged divisions. In addition, candidates can legitimately describe his reaction to French withdrawal in 1870 and his refusal to come to an agreement over Rome. Good responses will also be able to consider the influence of the Church (and may describe its territorial role), Pius's wider role as a spiritual leader, and the attempt to influence Catholics in Italy against a new Italian state. Those who describe actions or offer a basically narrative response should be marked within levels 1 and 2 according to range/depth of relevant material. For L3 candidates need to establish explicit links to show how the Church and its leaders obstructed the progress of unification.	20

Question Number	Indicative content	Mark
1.(b)	This is a straightforward question focused on the causes of the 1848 revolutions, and the phrase 'across Italy' is intended to ensure that candidates address a reasonable range of outbreaks. It is unlikely that they will be able to deal with all states in equal depth and detail, and this is not a requirement. Candidates can consider the underlying problems of Italy in the 1840s - economic and social problems, the role and presence of Austria, nationalist and liberal desires for reform, the trigger of revolutions in France and Austria - and can reach secure L3 on this basis. Alternatively they may focus on 'across' Italy, and explain why revolutions broke out in different places. Those who are able to relate this process to causation, and show that some factors affected many areas while others were specific to particular states, are likely to access L4 if the argument is clearly developed. The best responses, at 31 marks and above, are likely to draw on both interpretations. Responses that offer an essentially narrative account, or describe relevant events, should be awarded marks within levels 1 and 2 according to the range/depth of material offered. L3 responses require explicit causal links, while those who can explain interaction and/or relative importance can access L4.	40

Question Number	Indicative content	Mark
2.(a)	<p>The question is focused on the process of unification in the two crucial years of 1859-61. The phrase 'Cavour and his allies' is intended to focus responses on his role, while avoiding problems of definition and attribution that might complicate the task for candidates. Allies can include the French, and supporters of reform and unity within Italy. The most likely focus for most candidates will be the war against Austria, the Peace of Villafranca, Cavour's resignation and return, the acquisition of the central duchies, and Garibaldi's conquest of the south and surrender of his territories to Victor Emmanuel. Some candidates may also consider Cavour's diplomacy before the war, but many will interpret the specified dates as excluding such material. Those who offer an essentially narrative account or describe key events should be marked within levels 1 and 2 according to range/depth of material offered. For L3 candidates need to establish stages by explaining the significance of key events and tracing their impact on unification.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The question is focused on the domestic problems faced by the new state after 1861, and not on the failure to conquer Venetia and Rome until 1866 and 1870. These events may be relevant to some discontented nationalists or to frustrated ambitions, but should not be made a primary focus, and will need clear, even if implicit, links to internal unrest to be rewarded above L1. Candidates can consider the effects of provincialism, including the north/south divide, economic and social problems, the weaknesses of the constitution, the impact of Piedmontisation, quality of leadership and the role of the Church. Those who describe unrest or offer an essentially narrative account should be awarded marks within levels 1 and 2 according to range/depth of relevant material. For L3 candidates will need to establish explicit causal links between problems and aspects of the new state and the occurrence of instability or unrest that threatened unity. Those who can explain the interaction and/or relative importance of different factors can access L4.</p>	40

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

Question Number	Indicative content	Mark
3.(a)	<p>The focus of the question is the influence exercised by the Ras, which in general terms pushed Fascism towards radicalism and violence. Candidates can refer to a number of specific examples - the growth of rural Fascism, the failure of the Pact of Pacification, the March on Rome, and the establishment of dictatorship - to illustrate the ways in which, at crucial points, the Ras pushed Mussolini away from conventional politics towards more radical solutions. Good responses can be based on either range or depth of detail in illustrating the role of the Ras. It is unlikely that candidates will be able to cover the whole period in depth in the time allowed, but if the impact of the Ras is clearly explained, then one or two examples analysed in depth will suffice as well as a greater number that are dealt with more briefly. Those who describe events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit links between the actions or influence of the Ras and the nature/development of Fascism.</p>	20

Question Number	Indicative content	Mark
3.(b)	<p>The question is focused on the reasons why, despite the power and ambitions of the Ras and the problems caused by the violence of the squads, Mussolini was able to maintain his control of the Fascist movement. The question allows candidates to draw on the whole of the period, but they are not required to do so explicitly. However, those who can relate causal factors to particular periods - for example, the different situations applying before and after Mussolini's appointment as Prime Minister - are likely to access high levels. Candidates can consider Mussolini's skills as a leader and the weakness of rivals, as demonstrated in the establishment of the PNF, his personality and role as a propagandist, the success of his dual policy, and his success and status as Prime Minister, as well as the more specific steps that he took to control the Party and maintain his power. Candidates are likely to include the impact of the Matteotti crisis, but there is no requirement to cover any particular incident as long as the response offers reasonable range and depth. Those who describe events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit causal links to show how different factors helped him to maintain control of the fascist movement, and those who can explain the interaction and/or relative importance of different factors can access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on the value of Pius XI as a supporter of the Fascists in encouraging Catholic support and enabling the movement to grow. The question does not specify particular dates in order to leave a flexible range of material. For example, candidates who are able to refer to the actions of the Pope as Bishop of Milan, before his elevation to the Papacy, should be able to do so, but it should not be a requirement for a good response at any level. Candidates are likely to refer to his attitude to the PPI and the treatment of Sturzo, and the support offered to Mussolini during the Matteotti crisis as well as wider encouragement of Catholic support and refusal to condemn Fascist excesses. Reference may be made to the Pope's motives, including fear of socialism and the efforts made by Mussolini to gain support, but these should not be developed at length - the focus of the question is on the reaction of the Pope and the ways in which his influence helped the rise of Fascism. Those who describe such actions or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit links between the actions of the Pope and the rise or success of Fascism.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the range of Fascist appeal and the reasons for it. The specified dates place emphasis on the early part of the period, and exclude factors related to Mussolini's power as Prime Minister or the role of the state. Factors such as his personality, propaganda skills, the impact of violence and perceptions of 'strong' government are relevant across the period, but for reward at good L2 and above, should be supported by accurate exemplification from within the specified period. Candidates can also consider the context of post-war Italy and the problems faced by Liberal governments to explain Fascist appeal, and those who can link the two may well access L4, but for reward at that level they will need to explain both Fascist qualities and the wider context, and explicitly show why the Fascists benefited from the contrasts. High levels can also be accessed by those who can define different groups and relate particular factors to explaining the appeal of Fascism to different parts of Italian society, but reward at L4 requires clearly developed links rather than the simple use of labels. Reference to the Church and the role of Pope Pius can be included, but a response that dwelt mainly on this factor would be narrow and imbalanced, and therefore not score highly. Responses at 18 marks and above will include some precise exemplification, referring to particular events or individuals to illustrate more general claims about Fascist appeal. Those who describe events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit causal links to show why Fascism appealed to many different sections of Italian society, and those who can explain the interaction and/or relative importance of different factors can access L4.</p>	40

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

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

Question Number	Indicative content	Mark
1.(a)	The question is focused on the measures taken by the Bolsheviks to secure their control and deal with the threat of counter-revolution before a military struggle became unavoidable. These can include political measures such as the establishment of Sovnarkom, the dismissal of the Constituent Assembly, the banning of other parties and arrest of their leaders. Measures designed to secure support, such as the Peace Treaty and land decrees can also be made relevant, explicitly at L3. Reference can also be made to the use of force, for example in the seizure of Moscow and the increasing use of the Cheka and terror. Candidates can also consider the execution of the Romanov family in June 1918. Those who describe events and actions or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit links to show that measures were intended to root out or destroy counter-revolutionary forces.	20

Question Number	Indicative content	Mark
1.(b)	The question is focused on why the civil war lasted so long, given the weakness and disorganisation of the White forces and the support and resources gathered by the Reds in the first year of fighting. Candidates do not need to evaluate their relative strengths, but some may choose to do so. Factors that extended the war included foreign intervention, the development of resistance forces such as the Greens, the role of national minorities and particularly the Poles, and the sheer size and scale of the areas involved. It is also valid, given the wording of the question, for candidates to consider the problems faced by the Reds and the need to maintain their war effort in the face of a multiplicity of enemies. Candidates will need accurate knowledge of the course of the war to achieve high levels. However, those who describe actions and events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit causal links to show how different factors helped to prolong the war, while those who can explain their interaction and/or relative importance can access L4.	40

Question Number	Indicative content	Mark
2.(a)	<p>The question is focused on the ways and means used to consolidate communist control in the aftermath of civil war. Measures such as the introduction of the NEP can be made relevant, by explaining the need for support, but a response that focused only on this would lack range and balance and should not go beyond mid-L2. Similarly, while the arrest and execution of opponents is relevant, a response that dealt only with the use of terror and repression would distort the situation. Candidates need to consider some of the political measures adopted, such as the increase in Party membership, the centralisation of the Party structure, and the adoption of a new Constitution. A good response will address at least two of these areas, and a response that includes accurate detail about political structures should be rewarded highly within the appropriate level. Those who describe measures taken or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit links to show how actions and measures helped, or were intended to help, to consolidate communist control.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The focus of the question is on the reasons why an economic policy that was always intended to be temporary and came under severe criticism from within the Party lasted until the end of the decade. Candidates may choose to explain its weaknesses, but are not required to do so, and this should not be a significant part of a good response at high L2 and above. Reasons for the retention of the policy can include its ability to generate support, a measure of economic recovery and the progress made to 1927. Candidates can also consider its association with Lenin, and the difficulty of attacking Lenin's policies both before and after his death. In addition, the role of Stalin is relevant and his exploitation of the policy against Trotsky can be a factor in maintaining it, as can his need to secure his own position before embarking on a change. Credit can also be given for material on the economic difficulties of 1927-28 as a reason for the timing of changes and the process by which the NEP was abandoned. Those who describe events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit causal links to show how different factors helped to prolong the NEP, while those who can explain their interaction and/or relative importance can access L4.</p>	40



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

Question Number	Indicative content	Mark
<b>3.(a)</b>	<p>This is a familiar question on a topic that lends itself to division into stages. Candidates can consider the likelihood of defeat and the actions of the military in seeking an Armistice, the revolution from above, the Kiel mutiny and the revolution from below, the Spartacist revolt and failure, the meeting at Weimar and the creation of the Constitution. Although some flexibility should be applied to the starting and finishing points, a good response will cover the key events of the revolution from above, the revolution from below, the declaration of the Republic and the acceptance of the Constitution. Those who describe events or offer a predominantly narrative account should be awarded marks within levels 1 and 2 according to the range/depth of relevant material. For L3 candidates need to define stages explicitly and support their claims by demonstrating the significance of the key events that introduced a new stage.</p>	20

Question Number	Indicative content	Mark
<b>3.(b)</b>	<p>The question is focused on the causes of the extremist and unstable political climate of the early years of the Republic, which led to frequent upheavals and threatened the republic on several occasions. Candidates can consider particular issues, such as the Treaty of Versailles, the effects of defeat, the influence of communist Russia and/or the reaction against Imperial government, and they can also consider both the wider context of post-war Europe and the mutual loathing of Left and Right. Many responses are likely to focus on the key groups who attempted to seize power - the Spartacists and other Left wing risings, the Kapp Putsch, and later the Nazis, but those who merely describe their activities or offer a predominantly narrative account are unlikely to go beyond L2. Responses that treat each of these groups separately, and explain their motives individually can achieve low/mid L3, but better responses should address the wider causes of extremism and address the overall political climate. Candidates who attempt to define political extremists (whether or not they include the KPD or the imperial establishment) should be given high marks within the appropriate level and band. Similarly, the ability to categorise different groups and relate them to particular issues should be rewarded within any level. For high L3 and L4 marks (30 and above) candidates should consider both Left and Right, and relate them to an overall climate of extremism. Those who can show the interaction of different factors (or of different extremist groups) and/or demonstrate their relative importance will access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The focus of the question is the constitution that formed the basis of the Weimar Republic, drawn up by Hugo Preuss in 1919, and the features that created difficulty for Weimar politicians. Candidates can describe the relevant provisions and show how they created problems across the period, or describe a range of problems and show how they were derived from the Constitution. They are likely to consider the democratic nature of the Constitution, especially the use of proportional representation, and link it to unstable coalitions, the emphasis on individual rights and the role of opposition, the provision of welfare and economic problems, and the role of the President. They may also consider the failure to reconstruct the judiciary and civil service, in relation to the power of the Right. Those who describe provisions and/or problems should be awarded marks within levels 1 and 2 according to the range/depth of material offered. For L3 they will need to establish explicit links between the two.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the reasons why the republic was able to survive despite its many enemies. The wording of the question is intended to preclude any debates about the effectiveness of democracy or any challenge to the premise of the question, since government did not become reliant on emergency powers until 1930. Factors can include the weaknesses and divisions among those who opposed democracy, and hence the failure of attempts to destroy the system, support for democracy, the role of the Army, and the contribution made by significant individuals such as Stresemann and Hindenburg. It is unlikely that candidates will be able to cover all factors in the same depth and detail, but good responses at high L2 and above should make some reference to events both before and after the crisis of 1923. Responses that focus predominantly on the 'golden years' after 1923, or deal only with the extremist threats of 1919-23 will not go beyond a low L3. Responses at secure L3 and above will address both periods to some extent, while those who can differentiate the contribution of different factors at different points in time may well access L4. Those who describe events or offer a predominantly narrative response should be awarded marks within L1 or L2, according to range/depth of relevant material. For L3 candidates need to establish explicit causal links to show why democracy continued to function, and those who can explain the interaction and/or relative importance of different factors can access L4.</p>	40

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

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

Question Number	Indicative content	Mark
<b>1.(a)</b>	The question is focused on the ability of southern states and politicians to resist pressure for civil rights and reduce the impact of any decisions made against them. The reference to the 'Federal system' places emphasis on the structure of government and the relationship between the Federal powers and the individual states that enabled southern politicians to defend 'states' rights'. This can be extended to include the need for southern votes and support in Congress to create any effective legislation, and the problems of enforcement that arose in relation to both Federal laws and Supreme Court decisions. Factors such as public opinion and intimidation are not relevant unless used to illustrate the workings of the Federal system. Those who describe events and situations should be awarded marks within levels 1 and 2 according to the range/depth of material offered. For L3 they will need to establish explicit links between the nature of the Federal system and the obstacles in the way of progress towards civil rights.	20

Question Number	Indicative content	Mark
<b>1.(b)</b>	The question is focused on the growing support given by Federal politicians to the Civil Rights campaign. The specified dates are intended to exclude the last years of Martin Luther King, when his relationship with the Federal authorities was more problematic, and the attempts to improve social and economic conditions by legislation were perhaps frequent but not necessarily effective. Given these dates there is no reason for candidates to challenge the premise of the question. Reference can be made to Little Rock, the 1957 and 1960 Civil Rights Acts, the reaction of the Kennedys to events such as the Freedom Rides and Birmingham, and the Legislation of 1964-65. Candidates are not required to describe these events in detail, since the focus of the question is causal - they may, however, draw on such reference to support causal arguments. Those who describe events or offer a predominantly narrative account should be awarded marks within levels 1 and 2 according to the range/depth of material offered. For L3 they will need to establish explicit causal links to explain the changing attitude of the Federal authorities. Factors can include the Cold War, the development of the media, the impact of Civil Rights campaigns, and the role of individuals. Candidates do not need to address frequent and effective as separate issues, but the ability to categorise and relate factors to particular outcomes, or to different periods of time, can open a route to high levels. Those who can develop arguments on this basis, or explain the interaction and/or relative importance of different factors can access L4.	40

Question Number	Indicative content	Mark
2.(a)	<p>The question has a relatively specific focus on the areas covered by the two major Civil Rights laws of 1964 and 1965. Candidates should be aware that the law of 1964 addressed desegregation in areas such as public places, education, housing and employment and the establishment of social and legal equality, while that of 1965 focused primarily on political rights and the right to vote. They may also refer to the Education Act passed in 1965 to speed up the process of desegregation. Those who describe provisions should be awarded marks within levels 1 and 2 according to the range/depth of material offered. For L3 they will need to establish explicit links to the intended effects of the legislation, to show how it attempted to improve conditions. Although the legislation was primarily focused on legal and political rights, candidates can be credited for reference to social and economic outcomes as secondary effects of the legislation, but for reward at L3 the links between the legislation and such wider outcomes must be made explicit.</p>	20

Question Number	Indicative content	Mark
2.(b)	<p>The question is focused on the declining reputation of Martin Luther King in the mid-1960s, and the criticisms levelled at him by both black and white Americans in the years following the achievement of civil rights legislation. Factors such as the slow pace of improvement, the emergence of rivals such as Elijah Mohammed and Malcolm X, the role of student activists and the shift of emphasis towards social and economic problems are all relevant. Candidates can also consider the social and cultural differences that made King less effective in the north, and the adverse publicity directed towards him by individual critics and institutions such as the FBI. Some of King's own decisions and actions, such as the widening of activities to other ethnic groups, the suggestion of communist links in the crusade against poverty, and most importantly his condemnation of the war in Vietnam helped to increase hostility and make his relationship with government less productive. Those who describe divisions and criticisms, or offer a predominantly narrative account of them will not go beyond L2. L3 responses will have a causal focus and explicit links to show how factors caused divisions. Those who can demonstrate the interaction of different factors, and/or their relative importance, will access L4.</p>	40

### Option II - China Under Mao, 1949-76

Question Number	Indicative content	Mark
3.(a)	<p>The focus of the question is the attempt to encourage the growth and development of industry in China in the first decade of communist government and on the patterns and features established in this period. These can relate to the nature of measures adopted and/or to their success or lack of it. Candidates can describe the lack of industrial development and the resulting weakness of the economy in 1949, but are not required to do so. They can consider both the measures taken to encourage industrial development, and the extent to which they were effective, and can describe both positive and negative aspects of development over the specified period. The chosen dates relate to development before the introduction of the 'Great Leap Forward' in 1958, and the focus of their material should be on events between 1949 and 1958. In levels 1 and 2 progression will be based on range and depth of relevant material, but for L3 there need to be clear explanatory links to show how the patterns and features established can be considered 'key'.</p>	20

Question Number	Indicative content	Mark
3.(b)	<p>The focus of the question is on the factors that led to the Cultural Revolution launched by Mao in 1966. These can be related to economic weakness, the political climate, and to the position of Mao himself. Reference can be made to the economic problems experienced in the Great Leap Forward, the limits of industrial growth and agricultural production, the role of the Party and its administrators, the development of the Communes and social programmes, and both ideological and personal rivalries among the leadership. Those who describe problems or offer a mainly narrative account of events should not go beyond L2. L3 responses will include explicit links to a range of factors that explain why Mao felt it necessary to take action. Candidates are not required to explain the nature and development of the Cultural Revolution, and are unlikely to score highly with such material, but reference to its aims can be relevant. Those who describe problems, or offer a predominantly narrative account of them will not go beyond L2. L3 responses will have a causal focus and explicit links to show how factors caused the Cultural Revolution. Those who can demonstrate the interaction, and/or relative importance, of different factors, will access L4.</p>	40

Question Number	Indicative content	Mark
4.(a)	<p>The question is focused on social policies and the ways in which the leadership tried to apply communist ideology to family life in China. The inclusion of the term 'try' to influence places emphasis on aims and intentions rather than outcomes. Material relating to the effects of policy may be made relevant, but candidates may be led away from the question by extensive evaluations or by considering unforeseen consequences. However, candidates can legitimately describe policies that were not primarily influenced by ideology. Areas such as economic development, education, the role of women, and the influence of the Party are likely to be considered, alongside family policies and issues such as population control and contraception. Religion and traditional culture are also relevant. It is unlikely that candidates will be able to consider the full range of measures in the time available, but good L2 and L3 responses will address two or three areas at some level. Responses that are purely descriptive or offer a predominantly narrative account should be awarded marks within levels 1 and 2 according to the range/depth of relevant material. For L3 there need to be explicit links between measures taken and their impact on family life.</p>	20

Question Number	Indicative content	Mark
4.(b)	<p>The question is focused on the nature of the Cultural Revolution and its effect on China during its most violent period. However, a description of these events will not go beyond L2, since the focus of the question is causal and good responses need to explain the reasons behind its nature and impact. These can include contextual factors, such as economic difficulties, the effects of social change and the nature of communist ideology, as well as those with more direct impact on the situation. Political rivalries, ideological conflicts, and the role of Mao are central factors, but candidates can also consider the extent to which events spiralled out of control and the revolution took on its own momentum. Individuals other than Mao, and their influence on him, can also be considered, as can local and regional factors. Responses that are purely descriptive or offer a predominantly narrative account should be awarded marks within levels 1 and 2 according to the range/depth of relevant material. However, the ability to trace the role and development of different factors across the period may well open a route to high levels. For L3 there need to be explicit causal links to show how particular factors influenced the purpose, nature and/or development of the Cultural Revolution across the specified period. Those who can demonstrate the interaction, and/or relative importance, of different factors, will access L4.</p>	40

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