

Mark Scheme January 2008

GCE

GCE History (6524)

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General Instructions on Marking

Principles of Assessment

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

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

Marking of Questions

(a) Levels of response

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

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

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

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

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

Maps and diagrams drawn by candidates

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

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

Consistency

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

Spread of marks

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

Quality of written communication

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

Deciding on the mark point within a level

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

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

3. Assessing quality of written communication

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

Unit 4 (6524) Mark Scheme

Generic Level Descriptors

Awarding marks at key mark points and within level bands

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

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

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

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

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

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

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

Level 1 Simple Statements

Either

The answer demonstrates some relevant knowledge but provides little or no analytical focus. It follows an almost exclusively descriptive route, and the descriptions will have significant gaps and/or inaccuracies. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

Or

The answer implies an analytical response but is excessively generalised, being largely devoid of specific historical knowledge. The answer relies upon assertion and not argument. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.

(1-10)

Level 2 Developed statements

Either

The answer depends disproportionately on the selection of material which, although it contains some detail and is substantially relevant, is not focused on the analytical demands of the question. There may be gaps and/or inaccuracies in the historical knowledge. Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found.

Or

The answer is predominantly analytical in intent and shows understanding of some issues relevant to the question. It will include some relevant detail but knowledge of the topic overall will be patchy and may include some inaccuracies. Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found.

(11-26)

Level 3 Developed explanation

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

(27-43)

Level 4

Sustained argument

The answer is analytical and offers valid judgements, which show explicit understanding of the issues appropriate to the question. Relevant knowledge is detailed, appropriately selected and deployed to produce a developed evaluation of these issues through the answer. Writing will be controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will be secure throughout and only very occasionally will spelling errors be encountered.

(44-54)

Level 5

Sustained evaluative argument

The answer is wholly analytical and offers valid, sustained and appropriately critical judgements, which show explicit understanding of all the issues appropriate to the question. Relevant knowledge is appropriately detailed and is precisely and critically selected to support developed evaluation of the issues throughout the answer. Writing will be well-controlled, well-directed, lucid and coherent throughout. The candidate's ability to analyse complex historical ideas will be fully matched by an ability to convey that analysis with confidence and cogency. Syntax will show awareness of style and spelling errors will be rare.

(55-60)

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

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

Question Number	Indicative content	Mark
1.	This is a question about the Church Settlement and its reception and consequences. The settlement comprised the Acts of Uniformity and Supremacy and that relating to Church Temporalities in 1559 and the later 39 Articles of doctrine and Parker's Advertisements. At level 3 and above there should be a real attempt to assess its reception with possible consideration of the hostility of the Marian Bishops and their mass resignation, the more limited resignations of the Parish clergy and the willingness of most JPs to take the oath. Puritan disappointment and discontents are likely to figure. The minimal open resistance even in the Catholic North is also likely to figure. The specified time-frame is 1559-66 so it is not necessary to mention the Northern rebellion of 1569 but candidates should be rewarded who use it to support their case of either refuting the proposition or agreeing with it by pointing up the widespread passivity in 1569 of most Northern Catholics in both Lancashire and Yorkshire. For L4 and above the main thrust of the response should be directed at the years 1559-66.	60

Question Number	Indicative content	Mark
2.	This question invites candidates to make a judgement on the extent of the threat posed by Spain in the first fifteen years of the reign. In 1558, England was allied to Spain in war against France yet relations sharply deteriorated in the 1560s, firstly as a result of the actions of Granvelle and then following Alva's arrival in the Netherlands in 1567 and the English seizure of Spanish treasure intended to pay that army in 1568. At level 3 and above there should be an explicit attempt to deal with the issue of 'threat.' This can be refuted on the grounds that for much of the time-frame, Philip attempted to protect Elizabeth and restrained the papacy from ex-communicating her. Spain was itself too engaged elsewhere with the Turks, attempting to control the Netherlands effectively, and dealing with the rebellion of the Alpujarras in Spain in the years 1568-70. On the other hand, Granvelle tried to apply pressure through trade sanctions in 1563 as did Alva, who also gave some encouragement to the northern Earls in 1569. Gereau de Spes, Philip's emissary from 1568 might be said to pose a threat with his intrigues and flagrant involvement in the Ridolfi Plot of 1571. At Level 4 and above there will be a clear debate on the extent of the threat, addressing both sides of the argument outlined above.	60

Option II - Restoration England, 1660-85

Question Number	Indicative content	Mark
3.	<p>This invites a causal analysis of the process of the restoration of the monarchy. At level 2 and below this is likely to be a narrative of events from the death of Oliver Cromwell to May of 1660. At Level 3 and above there should be some consideration of the personality and skills of Charles and how these manifested themselves in the process of restoration, clearly he was quick witted, easy and affable, with a ready ability to charm. There was a flexibility missing in his father. On the other hand as one Newcastle inhabitant is reported to have said in May 1660, 'there is none that loves him but drunk whores and whoremongers'. Both his Scots ancestry and Roman Catholic associations were held against him by many. His willingness to be guided by Hyde and the move to Breda and the subsequent Declaration of that place will all doubtless figure. His conduct of negotiations with Monck, Montagu and other leading figures might also be placed on the stated factor side of the argument. On the other hand, many may wish to point up other 'main factors', either the actions of Monck or the steady disintegration of Republican forces from the time of Oliver's death, the growing conservatism of the Presbyterian gentry, the role of the City of London and the financial crisis facing the republican regime. At Level 4 and above there will be a debate setting the stated factor against alternatives.</p>	60

Question Number	Indicative content	Mark
4.	<p>This invites an analysis of the failure of the Whigs in the Exclusion Crisis and their consequent severe weakening by Charles' death in 1685. At level 3 and above there will be analysis of Whig 'mistakes'. These are likely to focus on such developments as Shaftesbury's Protestant Association of 1681 or even more likely the Rye House Plot of 1683, which seemed to confirm the Tory charge that they were leading Britain down the 1640 path to civil war. Many will draw attention to the divisions in their ranks and the divergent aims as a weakness. There should, of course at level 4 and above be some attempt to weigh these 'mistakes' against the other factors favouring James' survival, the prerogative powers of the crown, used at times with skill by Charles, the enhanced financial position of the monarchy, the support of such figures as Halifax and the significant shift in public opinion for a variety of causes, one of which was the behaviour of some Whigs.</p>	60

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

Option I - The Age of Peel, 1832-46

Question Number	Indicative content	Mark
1.	<p>This question invites a consideration of the significance of Peel's presentation of the Tory Party and the revival in these years. At level 2 and below candidates will probably tell the story of the revival of the Tory party from the low point of 1832 to the electoral triumph of 1841, possibly addressing the Tamworth manifesto and Peel's style of leadership in the Commons in passing. At level 3 and above candidates should address 'modernise', probably equating it with the Tamworth manifesto and Peel's conduct in the Commons as the responsible and non-partisan servant of the crown. They may reject the word 'modernise' as over-stating the process. At level 4 there should be some attempt to weigh the importance of Peel's initiatives and leadership in contributing to the victory of 1841. The work of Bonham may be addressed and the manifest weaknesses of the Melbourne Administration. A secure Level 4 answer should offer some analysis of the 1841 election and the distribution of Tory gains, indicating the traditional nature of its support in the counties and with the traditional shipping interests and the failure in such areas as London and the large boroughs. Some may point up the failure to recover Scotland, lost so dramatically by the Tories in 1832.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites assessment of the effectiveness of the League in terms of its influence on Peel and his government. At level 3 and below there is likely to be consideration of its effectiveness in general terms ie its capacity to raise large sums of money, produce propaganda and influence the election in some parliamentary seats. The parliamentary skills of Cobden (from 1841) and Bright (from 1843) are likely to figure, particularly the former. At level 4 and above there should be some real attempt to debate its influence on Peel and his ministers. On the one hand candidates are likely to point to the exaggerated compliment paid to Cobden by Peel in 1846, the famous Punch cartoon or Peel's claim that he could not answer Cobden in one Parliamentary debate. Against this can be set Peel's genuine and long standing belief in free trade and his own distaste for the antics of a pressure group which possibly made it harder to move in the direction he desired, because of the hostile response to the League of so many of his back-benchers. Some may consider the 1842 amendment to the Corn Laws which owed little to the League. Most will analyse its influence on Peel in 1845-46, possibly concluding that its influence was not direct but that it had influenced the Whigs and to some extent public opinion.</p>	60

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

Question Number	Indicative content	Mark
3.	<p>This question addresses the reasons for Conservatives' electoral success in the elections of 1886, 1895 and 1900 and how far they were the beneficiaries of favourable circumstances. This is likely to be in terms of contingent factors operating in an individual election such as the Boer war in 1900 - splitting the Liberals and offering a cloak of fervid patriotism to the Conservatives or the splits in the Liberals in 1886 brought about by Home Rule in 1886, the impact of the Parnell divorce scandal in 1891-92 and the self-destruction of the Liberals in 1895, amid cabinet recriminations. Against this 'stated factor', Salisbury's use of the superb political machine supervised by Captain Middleton, clearly invites attention with reference to its' superior financial resources, its superior number of full-time agents and the role of Conservative clubs and the Primrose League. At level 3 and above there must be a causal analysis of success . The best responses will deal with the 'stated factor' operating right across the timeframe and also assess other factors operating throughout the period such as the drift of the middle classes to the Conservatives. The stronger responses will probably show an awareness of electoral geography with the Conservative breakthroughs in London, Birmingham and Manchester giving this traditional rural party a strong grip in the late nineteenth century on key areas of urban Britain.</p>	60

Question Number	Indicative content	Mark
4.	<p>This invites candidates to consider the roots and origins of the Labour Party in its crucial formative years. At level 3 and above there will be a real attempt to assess the importance of the growing power of the trade unions and their discontents with the traditional Liberal alliance. The very real practical legal issues associated with the right to strike, which gained political prominence in the 1890s and culminated in the controversies around the Taff Vale Case are likely to figure. The significance of disputes like the Manningham Mills strike in driving a wedge between workers and the local Bradford Liberal Party may also receive attention. Trade union issues will be set against the influence of 'socialist ideas' in a real debate at level 4 There is likely to be coverage of such figures as Shaw and the Webbs in the Fabians, William Morris and the Socialist League and Keir Hardie and Ramsay Macdonald and other members of the ILP. The influence of Robert Blatchford and Karl Marx might also figure. At the higher levels there is likely to be an appreciation that some of the trade union activists were themselves 'socialist intellectuals' such as Annie Besant and that Marxist members of the SDF had an influence in politicising the growing unions by encouraging the growth of class politics.</p>	60

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

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

Question Number	Indicative content	Mark
1.	<p>This question invites a broad survey of British Foreign policy in these years. At level 3 there will be a clear focus on British attempts to achieve disarmament, at the Washington Conference of 1921-22 and in the later negotiations relating to cruisers in 1927 and in 1930 at the London Naval Conference. The pursuit of general disarmament which culminated in the Geneva Conference of 1932-33 is also likely to figure. The support for the League of Nations will probably be addressed at level 3 but in rather general terms. There may be mention of the Draft Treaty of Mutual Assistance of 1923 and the widespread public support for the League and active participation of Britain. At level 4 the proposition should be debated even if the conclusion is one of agreement with the statement. Some may question the real trust in the League and the reluctance to deal with major areas of conflict through the League. British Governments often seemed to prefer direct negotiation between great powers as at Locarno. The League might also be seen as a convenient device to avoid a direct commitment to France, which that country had been seeking since 1919. Likewise the 'idealistic' nature of disarmament may be questioned and in its place, motives cynically related to Britain's economic problems and the new additional pressures on the public purse, making it desirable to cut spending on defence.</p>	60

Question Number	Indicative content	Mark
2.	<p>At level 2 and below a simple narrative of the events of the Czech Crisis of 1938 is likely. For level 3 there should be some attempt to address the proposition directly, either agreeing with or refuting it. On the one hand was Britain's inadequate defence position with the RAF only beginning to re-equip and the radar network far from complete, the army totally unprepared for a continental war and the navy reliant on an ageing force of capital ships. Civil defence was in its infancy and the threat from Japan and Italy weighed on Chamberlain. The advice from the chiefs of staff was to avoid war. In these circumstances the proposition for debate might ring true. Hitler's frustration and irritation in being balked of his entry into Prague by Chamberlain could also be used. On the other hand, the failure to appreciate fully German weakness and the possibilities of Soviet assistance might call Chamberlain's realism into question as might the signing of the Anglo-German Declaration on the 30th September. At level 4 and above both sides will be debated. Some may also debate the role of public opinion. Was Chamberlain hard-headed in realising the deep reluctance to contemplate war or weak in not making the British people face up to an unpalatable but necessary conflict?</p>	60

Option II - Britain at War, 1939-45

Question Number	Indicative content	Mark
3.	<p>This targets the nature of the British victory in the air war over Britain between July and October 1940. At level 2 there is likely to be a simple account of the Battle of Britain or an explanation of British victory . At level 3 and above there will be an explicit focus on the ease or closeness of the victory. The new 'radar' early warning system, recently completed, and the new Hurricane and Spitfire fighters lay at the hub of a very sophisticated defence system designed to do the job it had to do. The crucial roles of the sector stations and control apparatus and observers in an integrated structure, designed by Dowding clearly gave the British much advantage. Also relevant was the superior level of British fighter production. German weaknesses and mistakes will also figure in the equation. German 109s were short range with only 10 minutes flying time over London and incapable of escorting bombers further inland. German bombers were light or medium and possibly unsuited to deliver a knock out strategic blow. Despite these weaknesses excessive strain was placed upon the RAF in August. Expect some consideration of the controversial German shift to the bombing of London on September 7th. Opinions of military historians remains divided as to its impact on the campaign. It is possible to argue that like Waterloo, it was a close run thing but also to take the line of writers such as Bungay that the Germans came nowhere near defeating the RAF, nor given the balance of the forces and the respective preparations could they have done.</p>	60

Question Number	Indicative content	Mark
4.	<p>At level 2 and below a simple narrative of these two years is likely. At level 3 there will be an explicit focus on the British contribution- the vast heavy bomber force of Harris pounding Germany at night, the major contribution of the navy in keeping the Atlantic pipeline open and defeating the U boats, the British forces in Italy under Alexander and finally the major military contribution under Montgomery from D Day to Luneburg Heath . Others may wish to mention the contribution of Bletchley Park and the secret war in which Britain excelled. At level 4 there will be a real attempt to quantify these and set them against the US contribution-850,000 British and Canadian troops in Normandy as opposed to 1.2million Yanks. The clear junior status of Britain became more apparent as the battle for western Europe developed, Montgomery eventually being but one of three army group commanders as opposed to two American . The contrast in economic muscle might also be emphasised with US aircraft production in 1944-96,318, Britain 26,461. In tanks Britain produced 5000 in 1944 compared to 17,565 in the USA. Reward those who choose to compare and contrast military success, the US breakout under Patton compared to the Montgomery slog round Caen. Here it can be argued that the British slog made possible the US breakout to the south. The Rhine crossings might also be compared. A real attempt to address 'significant' will merit one of the higher levels.</p>	60

6524D - Paper4D Mark Scheme
 Authority, Dissent and Revolt in 16th Century Europe

Option I - Calvin and Calvinism to 1589

Question Number	Indicative content	Mark
1.	At level 2 and below here is likely to be a narrative of Calvin's time in Geneva from the first period of Calvin's mission 1536-38 culminating in his expulsion in April 1538, his return in 1541 and his subsequent struggles -the opposition from the Libertines around Perrin are likely to figure prominently in consideration of the years 1541-55. Bolsec's attack on predestination in the company of pastors in 1551 and his subsequent expulsion from Geneva and of course Servetus in 1555 are both likely to figure in any account. At level 3 and above there should be a real attempt to try to assess the basis of Calvin's success rather than just describe it. It should be set firmly in the context of Geneva politics and its complex political system, noting Calvin's vulnerability as a non-citizen. At the higher levels there will be an appreciation of his intellectual gifts and his position as a leading European theologian, the author of the Institutes and the Ecclesiastical Ordinances. The issue of the clarity of his ideas may be addressed through his various battles with Perrin, Bolsec and Servetus. The 'other factors' will probably be centred on the steady flow of French immigrants and the needs of Geneva, anxious to break from its Romish past but avoid being a pale shadow of Zurich.	60

Question Number	Indicative content	Mark
2.	This question invites causal analysis of the remarkable spread of Calvinism in France in the period 1559-72. There is likely to be an awareness of a range of factors involved besides the stated one of a weakened French monarchy. This will probably be well known with details of the demise of Henri II, the reigns of Francois II and Charles IX and the importance of Catherine de Medici, herself only weakly able to hold the reins of regency power from 1561. Other factors may include, the significance of the Geneva Academy after 1559, the number of missions from Geneva to France, the susceptibility of the nobility and the role of the clientage system in producing a multiplier effect. Beza's significance as a socially acceptable nobleman and the author of the highly influential French psalter of 1562 may be linked to the importance of printing through the syndicate of 30 printers set up by him in 1563 to print the psalter. In addition the flood of bibles and pamphlets into France in these years was extensive. At the higher levels there will be an appreciation of how the different factors interlinked - a triumphant Calvinism in nearby Geneva, a discontented and impoverished French nobility, an expanding new technology in printing and the central importance of a monarchy unable to impose effective control.	60

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

Question Number	Indicative content	Mark
3.	<p>This question addresses the importance of William in the success of the Dutch Revolt. At level 2 and below this is likely to take the form of a simple narrative of his life and actions. At level 3 and above there should be some attempt to deal with William both as a military leader and as a symbol. Militarily, the failure of his invasions in 1568 and 1572 might be presented in support of the proposition, as might the adoption of him as a symbol by the sea beggars and the rebel towns in 1572 and the writing of the Wilhelmus in 1568, (possibly the first national anthem). On the other hand, his role in the crucial relief of Leiden in 1574 might be used to emphasise his military importance. At the higher levels there will also be some attempt to deal with him as a crucial political figure both engaging in diplomacy with France and England but also vital in the complex relations between the provinces, towns and nobility of the Netherlands. Clearly from 1577 until his assassination in 1584, he was vital as both a symbol, hence the grief at his murder, and as a political fixer. His military contributions in these years tended to be negligible and in his belief in the military importance of Anjou, possibly mistaken.</p>	60

Question Number	Indicative content	Mark
4.	<p>This question addresses the complex series of military and political events which led to the Twelve Year Truce. At level 2 and below the later stages of the revolt will probably be described. At level 3 and above there should be explicit focus on the reasons for a cessation of fighting. At level 4 the reasons why both the Dutch rebels and Spain agreed to a truce will be addressed but perhaps with some imbalance. Look for reference to the escalating cost of the war- the Dutch army doubled between 1597 and 1606 and spending on fortifications quintupled. Heavy tax increases were inevitable and likely to prove unpopular. The fact that by 1605 both France and England had left the conflict might also be emphasised. The recent military gains of Spinola had forced the Dutch on to the defensive and helped to induce war-weariness. Possibly most important on the Dutch side was the commercial situation, where the Spanish embargo of 1598 was beginning to take effect and was increasingly damaging as the English were no longer included since the signing of peace in 1604. The prospect of English merchants gaining domination of the trade with Spain, Portugal and the Mediterranean was particularly worrying and perhaps of much greater significance than simple exhaustion but it can be linked to the possibility of the undermining of the Dutch ability to finance the war. On the Spanish side look for comment on financial strain but also, as with the Dutch, the commercial dimension, in particular the Dutch breakthrough in the East Indies in 1605. Much of the negotiations turned on the willingness of the Dutch to curtail or end their threat in this area. The prospect of similar Dutch incursions into the West Indies also weighed heavily on Lerma and the Spanish government of Philip III. Candidates may comment on the slow and expensive nature of siege warfare in the context of the Low Countries, denying either side a decisive victory.</p>	60

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

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

Question Number	Indicative content	Mark
1.	This question clearly addresses the political nature of the restored Bourbon Monarchy and candidates may range freely in making their case over the whole 15 years. At level 2 and below this is likely to be a narrative of events. At level 3 and above there should be some analysis of the Charter and its constitutional provisions. On the one hand an elected chamber, religious toleration , a free press and most of the basic liberties of the Revolution were enshrined but on the other, wide executive powers were left to the monarch who appointed the government and had issued the Charter as an act of grace. At level 4 and above the application of the Charter to the conduct of political life under Louis XVIII and possibly Charles X will be analysed and a debate offered. Candidates who limit themselves to 1815-24 may gain access to this level. It will be possible to argue for and against and it might be maintained that the Charter was ambiguous and the events of 1830 arose from this ambiguity.	60

Question Number	Indicative content	Mark
2.	Candidates are invited to offer an analysis of the causes of the 1830 Revolution. At level 2 there will probably be either a narrative of the events of that year or of the whole reign of Charles X. At level 3 there will probably be a causal analysis in terms of the stated factor, ie showing some understanding of the phrase 'return of absolute monarchy.' Alternatively at the bottom of the level there may be a general causal analysis which ignores the stated factor altogether. Candidates will probably focus on the relationship between the King and Chamber in 1830- the dissolution in Spring following the March clash over the royal address from the throne, the new elections in July followed by the dissolution of the Chamber prior to meeting and the publication of the Ordinances on 26 th . At level 3 and above candidates should begin to analyse how far these developments represented a struggle between absolute and constitutional monarchy. Charles' previous actions which seemed to hint at his desire to return to 1788 might also be referred to- the dissolving of the National Guard, the appointment of the widely unpopular Polignac Ministry in 1829 etc. The mixed motives of those behind the resistance in July should be addressed at Level 4. Clearly many of the liberal deputies, who rapidly sought to substitute Louis Philippe for Charles wished to preserve constitutional monarchy as the changes introduced in 1830 indicated. Many who manned the barricades in July were republicans and Bonapartists and many were influenced by simple hunger and destitution brought about by the recent economic down turn .	60

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

Question Number	Indicative content	Mark
3.	Candidates are invited to evaluate two aspects of the Second Reich and reach a judgement. They will hopefully demonstrate an understanding of the constitution of the Second Reich and the constitutional positions of the Kaiser, Chancellor and Reichstag. At level 4 and above the Chancellor's relations with both Kaiser and Reichstag will be addressed. Bismarck's relations with Wilhelm I will probably predominate but the better responses will also deal with Frederick and Wilhelm II, probably using his troubled relations with the latter and his downfall in 1890 to support the assertion in the question. In dealing with the powers of the Reichstag, Bismarck's complex and convoluted dealings with it will receive attention with a real awareness shown of how he skilfully used the Reichstag at times to bully the Kaiser and more frequently royal powers to threaten and cajole the Reichstag, notably the threat and use of dissolution. These can of course be used to produce a balanced answer, emphasising that the Reichstag did matter and the Second Reich was not simply an authoritarian regime where there was no restraint on the executive, although the monarchy and its chosen instrument as Chancellor could wield vast powers, considerably more than in a truly parliamentary monarchy.	60

Question Number	Indicative content	Mark
4.	At level 2 and below a narrative of German foreign policy in these years is likely. At level 3 there must be some address to the issue of 'maintaining the peace of Europe'. It is likely to take the form of agreement with the proposition. Look for linkage of the isolation of France to this objective and in particular the desire to prevent the coming together of France and Russia. Expect comment on his efforts to contain rivalry in the Balkans particularly during the crisis of 1875-78 and thereafter to reconcile Russia and Austria. On the other side candidates may point to the War in Sight Crisis of 1875 or the sabre rattling against Russia over Bulgaria in 1886-87, prior to the Re-insurance Treaty. At the higher levels candidates will address the phrase 'remarkable diplomatic skill', either illustrating it by reference to his clever use of Britain as the power with whom Germany could appear to quarrel without risk but could be used to drive Russia back into the Dreikaiserbund in 1881 and lead France into a partial reconciliation with Germany as a result of colonial disputes. Britain could also be used to support Austria against Russia as in 1878 and in 1887 thereby on the latter occasion making possible Germany's own reconciliation with Russia. Lack of skill might of course be illustrated by reference to the War in Sight Crisis. At level 4 and above there will be a debate on the maintaining of peace and at the top of the level on the issue of skill.	60

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

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

Question Number	Indicative content	Mark
1.	<p>Candidates are invited to evaluate the impact of the Lateran Treaties on the Church in Italy. At level 2 and below, some aspects of Church-State relations will be described without real assessment of gain or loss. For level 4 and above there should be some attempt at an audit even if the audit is unbalanced and the conclusion is one of agreement with the proposition. The Pacts gave the Vatican £30million, easing financial strains and agreed to pay the salaries of clergy and made Catholicism the official state religion and compulsory in schools. The Church's hold on marriage was also strengthened. In return the Church agreed to withdraw from active politics and allowed the state to veto the appointment of undesirable bishops. Candidates may argue that the Church secured a good deal. Financially the Church prospered in the 1930s, very sensibly investing in US blue chip stocks from 1937, not in Italy. Its hold on education remained strong despite the spat with the regime about Catholic Action in 1932. Membership of Catholic youth groups increased by more than 10% between 1928 and 1930. 70% of teachers in primary schools were women and most of these were pious Catholics. The number of nuns trebled between 1911 and 1936, when there were 129,000. There was widespread agreement between the Church and the regime on policy with regard to divorce and the family and similar agreement on Abyssinia and Spain. On the other side of the debate, the Church had serious reservations about racialism and the growing closeness with Nazi Germany. It can be argued that the Pacts compromised the Church's moral authority.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites an assessment of Mussolini's intervention in the Spanish Civil War of 1936-39. Clearly this was on a large scale, which should be appreciated. By 1937 there were 50,000 Italian troops in Spain and the regime spent 8.5 billion lire on the conflict. 763 aircraft were sent 9.25million rounds of small arms ammunition 7.5 million rounds of artillery ammunition and 7663 motor vehicles. Somewhere between 4000 and 6000 died and 12,000 were wounded. This was greater than in the Abyssinian campaign and imposed a severe strain on the undeveloped economy of Mussolini's Italy. At level 4 there will be a real attempt at an audit. Mussolini gained in the sense he backed the winning side and added another potential enemy on France's southern border. Ideologically it can be represented as a victory against the spread of communism to Western Europe and it secured the blessing of the Church. On the other hand it produced massive financial strain, was deeply unpopular, exposed the regime to humiliation with the defeat at Guadalajara and deepened the divisions with the Western powers. Mussolini proved far less hard headed than Goering and Hitler in extracting concessions from Franco. Perhaps most significantly it drew Mussolini and Germany closer together contributing to the fatal embrace which was to ruin Mussolini and his regime.</p>	60

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

Question Number	Indicative content	Mark
3.	<p>This question addresses the aims behind German foreign policy in the first five years of the Third Reich. Candidates will probably address the withdrawal from the League, the Pact with Poland, the announcement of conscription and re-armament, the re-entry of the army into the Rhineland, the intervention in Spain and the formation of the Axis and finally the territorial gains of 1938. At level 3 and above these events will be linked clearly to the wording of the question and candidates will either agree that racial beliefs did or did not influence foreign policy. On the one hand the attempt to improve relations with Britain, a teutonic power in Hitler's eyes and the pursuit of union with Austria and the Germanic areas of Czechoslovakia might all be used to support the influence of race. Even the improvement of relations with Italy could be partly put down to race in view of the Germanic roots of Northern Italy and Hitler's belief that Mussolini was of such stock. On the other hand many moves were purely pragmatic arising from circumstances and the nationalist agenda that Hitler shared with such conservatives as Von Neurath ie rearmament. At level 4 there will be real debate with explicit address to 'extent'.</p>	60

Question Number	Indicative content	Mark
4.	<p>This question requires a detailed knowledge of 1939 and analysis of why a general European war broke out. Candidates at the higher levels will appreciate Hitler's intentions in 1939, initially moderate goals of extracting modest concessions from Poland turned, in the light of Polish intransigence, into a desire for war. Hitler's concerns about his health and his frustration over the settlement of 1938, the role of Ribbentrop in encouraging his aggression in contrast to Goering, and the awareness of a tilting military balance are all likely to figure in an analysis of Hitler's thinking, which must be central at level 3 and above. There will be a survey of various other factors having a bearing at level 4 where the key phrase 'Hitler alone' will be addressed. The intransigence of the Polish Government, encouraged by the British, might figure. The change in Anglo-French policy from appeasement to confrontation is central to the debate and it might be explained not just by Hitler's aggression but in the light of a perceived strengthening in their military situation, and the growing hope of US help, a prospect according to Adam Tooze that weighed heavily on Hitler. The role of Stalin and Molotov in easing the risks of an attack on Poland might also be brought into the debate. It is legitimate to discuss Hitler's role prior to 1939 but for L4 and above such a discussion must be linked to events in 1939.</p>	60

6524G - Paper 4G Mark Scheme
A Great Power Challenged at Home and Abroad: the USA in the Second Half of the 20th Century

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

Question Number	Indicative content	Mark
1.	<p>This a question about the causes of the Korean war and at level 3 and above it should elicit a causal analysis. To achieve the top of level 3 or above this should include some address to the stated factor. Look for comment on Soviet re-arming of North Korea with tanks and heavy guns, giving them a military edge over the South. By comparison the US refused the requests of Syngman Rhee for such weapons fearing an attack on the North. Candidates may deal with the change in Soviet policy between 1949 and Spring of 1950 when Kim Il Sung received cautious encouragement from Stalin and possibly explore the reasons for the change- the Soviet success in detonating an atomic bomb, the defeat of the Nationalists in China and the newly signed alliance with Mao in 1950, the USA's apparent withdrawal from the peninsula, and the recent declaration regarding US strategic interests which appeared to exclude Korea. Mao Zedong's attitude of support for Kim may also be addressed. At level 4 and 5 these issues and other factors which motivated US involvement will be explored- the anti-communist domestic hysteria, the growing belief in the doctrine of containment and the desire of the Truman Administration not to attract more criticism in the light of the defeat of Chiang Kai-shek in 1949. The desire of the Koreans around Rhee to unify Korea on their terms might be set against the undoubted aggression of the North as some sort of justification for Kim Il Sung's military initiative.</p>	60

Question Number	Indicative content	Mark
2.	<p>This question invites focus on the significance of the Johnson Presidency in escalating the US commitment in Vietnam. At level 2 and below there is likely to a general survey of the escalation from the early 1950s to 1968. At level 3 and above there will be a real focus on the Johnson years and some real awareness shown of the scale of the escalation. In November 1963, there were 16,300 U S military personnel in Vietnam, mostly advisers with ARVN with the exception of the Green Berets. Kennedy had also deployed a significant force of helicopters to aid the transport of ARVN. Johnson transformed this situation. Firstly sending 2 Marine battalions in March 1965, the first real ground combat units sent and then steadily increasing these till there were 500,000 by the end of 1967. At the same time operation Rolling Thunder in March 65 and Steel Tiger in April began a massive air war. The Gulf of Tonkin Resolution of August 1964 had given the president the powers necessary for the escalation. At level 4 and above there will be real address to the phrase 'a minor military commitment' and/or a major military conflict and candidates may debate how far Eisenhower had involved the US by 1961-huge financial backing of the Diem regime and 1000 military advisers. They must debate the extent of the military commitment by 1963 and may conclude that Kennedy's escalation had transformed 'a minor military commitment' and left Johnson with few options other than further escalation or the acceptance of humiliation.</p>	60

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

Question Number	Indicative content	Mark
3.	<p>This invites a broad survey of US popular media, in the context of and its relationship to broad political and sociological developments in these years. Film and television are likely to figure prominently at the expense of radio but in the better responses it is hoped that this will not be neglected in view of the influence and popularity of local radio stations . At level 3 and above expect some real debate with popular television series like MASH and South Park. which might be said to subvert, set against Dallas, celebrating wealth and Friends. The Simpsons famously compared unfavourably with the Waltons might be used to support both sides of the argument. Films like Apocalypse Now might be set against blockbusters such as Star Wars and Indiana Jones with their simple celebration of 'American values' and good and evil in combat. Comment might be made on the working class white back-lash to radicalism expressed by Archie Bunker in 'All in the Family', initially intended like its British progenitor as a liberal satire but taken up by its audience for different reasons. At the lower levels expect some discussion of what constituted 'traditional values'.</p>	60

Question Number	Indicative content	Mark
4.	<p>This invites a judgement on the causes of the Republican presidential victories. Candidates are asked to apply two given factors to two elections. With regard to 1968, they are likely to point out the favourable circumstances brought about by Johnson's withdrawal and the serious divisions within the Democratic Party. The shooting of Robert Kennedy might be regarded as a favourable circumstance but the campaign run by governor Wallace in the South threatened the Nixon strategy , embodied in the selection of Spiro Agnew of Maryland as running mate. Vice- President Hubert Humphrey hardly proved a weak candidate and Nixon only won by a slender margin. Other than debating the stated factors, candidates may comment on the skilful campaign run by Nixon with regard to law and order and on Vietnam. At level 4 both campaigns will be addressed and with regard to 1972, both factors in the proposition appear to operate. The shooting of Wallace removed him from the campaign and the divided Democrats selected an unimpressive figure in George McGovern, who proceeded to damage what chances he had by his conduct of the campaign and his relations with his selected running mate, Thomas Eagleton. It could be argued that the rising unemployment and failure to end the Vietnam War hardly amounted to favourable circumstances, yet Nixon won 60% of the vote.</p>	60

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