

Mark Scheme (Results) January 2009

GCE

GCE History (6HI01) Paper E

GCE History Marking Guidance

Marking of Questions: 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 a 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 answer 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.

Deciding on the Mark Point Within a Level

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 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

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 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth</p> <p>Mid Level 1: 3-4 marks As per descriptor.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth</p> <p>Mid Level 2: 9-10 marks As per descriptor.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will mostly be accurate but it may</p>

		<p>lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range/depth</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is</p>

		convincing in range and depth consistent with Level 5. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

6HI01E - Mark Scheme
The Expansion and Challenge of Nationalism

E1 The Road to Unification: Italy, c1815-70

Question Number	Indicative content	Mark
1	<p>The question is focused on the narrow appeal and nature of Mazzinianism and the weakness of the nationalist cause. In explaining why there was such limited progress candidates may consider the revolutionary nature of Mazzinian nationalism, its appeal to limited social classes and its failure to address popular issues such as land reform. The point about Mazzinian nationalism being the 'main reason' allows candidates to broaden their argument by considering other factors including the role of Austria, the local nature of the 1820-1 and 1830 revolutions, the roles of the Church and restored monarchies and cultural divisions. Candidates may attempt to challenge the proposition that the progress of Italian unity was slow by considering the impact of the Risorgimento. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for slow progress, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of Mazzinian nationalism and of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the role played by Cavour in shaping the unification of Italy. Candidates may consider the importance of Cavour's diplomacy and relationship with France. They may also explore his role as Prime Minister of Piedmont, including the modernisation of the Piedmontese economy. Above all else, candidates should address the role played by Cavour. Candidates may challenge the question by placing the significance of Cavour into a broader context of the role of foreign powers, the actions of Garibaldi and Victor Emmanuel II. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the outcome of Italian unification but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of Cavour and other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how significant', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E2 The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the impact of war on the process of unification in Germany. Candidates may consider the implications for Prussian foreign policy and relations with other German states of wars against Denmark, Austria and France. However, candidates may broaden their argument by considering other factors that had an impact on the unification process including economic development, the role of Bismarck and the stance taken by the Liberals. Candidates may challenge the idea that the unification process was 'shaped' by war. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the unification of Germany but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of war and other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what extent', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The focus of the question is on how far Bismarck succeeded in achieving his aims in introducing the <i>Kulturkampf</i>. In answering this question candidates may consider Bismarck's aims in waging <i>Kulturkampf</i> against Germany's Catholics his determination to restrict the power of the Church, quell separatist tendencies in Eastern and South Germany as well as his attempt to develop national identity by winning the loyalty to the new state of anti-clerical liberals. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to assess the <i>Kulturkampf</i> but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the success of a number of aims but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering whether Bismarck achieved a range of aims whilst establishing conflicting arguments in a broadly balanced response. The best will arrive at an overall judgement.</p>	30

E3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

Question Number	Indicative content	Mark
5	<p>The question is focused on the extent of division in the Liberal State. Candidates may focus on the Giolittian system; its successes in absorbing various groups including radicals, socialist leadership and, informally, some Catholics and its failure to absorb within the political system the Church as an institution, the socialist trades union movement, anarchists and nationalists. Candidates might also consider the impact of events; most noticeably the Libyan War. Candidates could explore the impact of the economic boom and how, to an extent, it acted to accentuate the North-South economic division. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the political and economic developments but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent of unity and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what extent' by considering a range of issues to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the roles played by the Church and traditional elites in the consolidation of the Italian fascist state. Candidates should attempt to judge the importance of the support offered by the papacy throughout the period in question through to the climax of the Lateran Pacts in 1929. They should also consider the role played by the traditional elites including the king, armed forces, civil service, judiciary and politicians of the liberal state. The question allows a counter-argument to be developed that, whilst they had a role to play in legitimising and supporting fascist reform, they were not central to the consolidation of the power of the fascist state. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the consolidation of the power of the fascist state but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 there will be an explicit attempt to weigh the role of the Catholic Church and traditional elites but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering the extent to which different aspects of the policy could be judged a success or how the Catholic Church and their traditional elites contributed to the consolidation of power. At this level, candidates will present developed arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E4 Republicanism, Civil War and Francoism in Spain, 1931-75

Question Number	Indicative content	Mark
7	<p>The question is focused on the reasons for the outbreak of the Spanish Civil War. Candidates could consider the central importance of reform of land, army, Church and the regions and its polarising impact on Spanish politics. The statement allows the candidates to broaden the argument out to look at other factors; most noticeably the events of the summer of 1936, the Asturias revolt in 1934, the election of the Popular Front government in 1936. The better candidates might challenge the idea that the problem was the slow pace of reform. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the outbreak of the Spanish Civil War but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of the pace of reform as well as the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what extent', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the extent of change in the period in question. Candidates may consider the period of autarky and the parlous state of the economy in the 1940s and 1950s. They could also consider the results of the Stabilisation and subsequent Four-Year Plans. The idea that Spain's economy and society were modernised may well be challenged by the more able candidates who may point out that modernisation was relative. Candidates may consider the impact of the regime on the position of the Church in Spanish society as well as the impact on education, young people and women. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the issue of the development of the Spanish economy and society but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent of the modernisation of Spain's economy and society but these will not be considered to an equal extent and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what extent' by considering a range of factors in the modernisation of the Spanish economy and society to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E5 Germany Divided and Reunited, 1945-91

Question Number	Indicative content	Mark
9	<p>The question is focused on the relations between East and West Germany and the significance of <i>Ostpolitik</i>. Candidates may show an understanding of the importance of <i>Ostpolitik</i> and how it led to a normalisation of relationships between the two. The statement, however, that <i>Ostpolitik</i> was the 'most significant' development allows a counter-argument to be developed on the basis of considering other developments such as the building of the Berlin Wall. It also allows candidates to highlight the limitations of <i>Ostpolitik</i> and the elements of continuity in the relations between East and West Germany. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the development in relations between East and West Germany but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of the policy of <i>Ostpolitik</i> and other developments but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on economic development in East and West Germany. Candidates will be expected to show an awareness of the impact of foreign aid on the West German economy, the <i>Wirtschaftswunder</i> and the creation of the Common Market. Similarly, they may be able to explain the growth of the planned economy in the East and the role played by Comecon. The statement that economic development was 'significantly' greater allows a line of argument to be developed on the basis of the fact that economic development in East Germany was not as great as that in West Germany but was significant nonetheless. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to compare but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the issue of 'significantly greater' but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

Question Number	Indicative content	Mark
11	<p>The question is focused on the creation of the state of Israel. Candidates should consider the impact of the terrorism of groups such as Irgun and the Stern Gang. The statement, however, that terrorism was the 'most important' factor might be challenged. Candidates may profitably explore other factors including Jewish migration, the stance taken by Britain and the ending of the mandate, the role played by the UN as well as the Arabs and Zionist groups. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the creation of the State of Israel, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of terrorism and the role of a range of other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on Arab-Israeli conflict to 1973. Candidates should focus on the impact of division amongst the Arabs and how this translated into relative military weakness. They might also consider the failure of the United Arab Republic and weaknesses of Pan-Arabism. The statement, however, that Israeli victory was 'primarily' due to division amongst the Arabs allows candidates to broaden their response. Candidates may wish to examine Israeli military strength and the support of the United States amongst other factors. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the Israeli victories but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of Arab division and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30