

Mark Scheme (Results) January 2009

GCE

GCE History (6HI02) Paper A

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.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

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</p>

		<p>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>
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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 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>

		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.
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NB: 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.

AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p>

		<p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p>

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

6HI02A - Mark Scheme (Indicative content)
Early Modern British History: Crown and Authority

A1 Henry VIII: Authority, Nation and Religion, 1509-40

Question Number	Indicative content	Mark
1 (a)	<p>Taken at face value the sources are directly in conflict. Source 1 portrays the nobility as the king's companions and friends, trusted to the point of being allowed to enter the queen's bedchamber and entertain her ladies dressing up as Robin Hood. They are also shown as his companions at dinner, willing to dress up and take part in the entertainment. Source 2, however, shows Henry issuing orders against retaining and threatening those who do not comply with his instructions. Both sources relate to the early years of his reign. Candidates may suggest that Henry reacted differently in different circumstances, and developed responses of this kind can reach L2. However, if the sources are interpreted in context, they indicate a more complex relationship that allows the conflict to be resolved. Source 1 describes light-hearted entertainments at Court, where the King's natural companions would be drawn from the noble families who held places because of their rank, and whose lavish lifestyle was part of the image maintained by sixteenth-century monarchs. However, candidates may point out that the festivities were controlled and organised by the King, suggesting that his judgement and his pleasure dictated what happened. Even the queen obeyed him, by accepting the visitors and entertainment despite embarrassment. Source 2 also shows two sides of the relationship. When Henry wanted to go to war, it was the nobility who were expected to provide the men and support the monarch in their military role, as partners in government. Henry's anger is caused by some who try to take advantage of the opportunity to recruit retainers, or possibly to substitute hired soldiers for their tenants in order to protect their estates. The proclamation does not, therefore, challenge the view that the nobility were seen as the King's partners and supporters, but shows that the partnership was unequal, and that Henry was determined to maintain overall control. It can therefore be argued that the sources are in agreement in showing that Henry saw the nobility as friends and supporters, whose duty was to play a role as junior partners in government. Responses at L3 will both support and challenge the claim while those at L4 may well resolve the conflict to develop an overall judgement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The claim that the failure over the King's marriage was a cause of Wolsey's fall is made explicit in Source 5, and candidates can therefore utilise the source to support the statement in the question. Own knowledge of the efforts made to secure the annulment, their failure in 1529 and the extent to which Wolsey was forced to accept the blame can support this. It can also be linked to Source 3, where the enmity of Anne Boleyn is apparent, and contextual knowledge allows candidates to develop the argument that this arose from Wolsey's handling of the annulment. However, the sources highlight a number of other factors that played a part in Wolsey's fall. Source 4 challenges the claim and emphasises the role of faction, which can also be supported by reference to Source 3. In Source 5 Loades challenges an 'aristocratic reaction' and attributes a role to the Amicable Grant. This can be cross-referenced with Source 3, where Anne Boleyn uses the Amicable Grant as an issue with which to sow doubts in the mind of the king. However, he also argues that Wolsey's failure in 1525 made him vulnerable to his 'numerous enemies' and this argument can be developed by reference to the attitudes of the nobility, as well as to the events surrounding the rebellions over the Grant. If linked with Sources 3 and 4 the argument helps to resolve the apparent conflict, since Anne Boleyn is clearly one of Wolsey's enemies and is cited in Source 3 as the centre of factional alliances against him. Candidates can refer to provenance in evaluating the reliability of Source 3, as emanating from a friend of Wolsey, and no friend of Anne. Source 5 also highlights the significance of interaction between factors - such as Wolsey's pride and power, the number of his enemies, his failures in 1525 and after, and their ability to exploit them. Candidates can therefore argue that Wolsey's failure over the divorce was the more serious because he had already been weakened by the problems over the Amicable Grant and his inability to finance a successful foreign policy. Using wider reference and knowledge, candidates can also argue that the failure of the Amicable Grant was part of a pattern of problems involving both financial weakness and failure in foreign policy that pre-dated 1525 and continued thereafter. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well argue that the failure to achieve an annulment was the final problem that allows Wolsey's fall to be explained by a combination of factors as indicated by both sources and wider knowledge.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the extent to which the Pilgrimage of Grace should be seen as a religious crusade provoked by the changes made in the Church in the 1530s. All three sources offer evidence to support the claim, especially if taken at face value. Source 6 argues that religion was the primary cause, while Source 7 demonstrates the concern of the leader of the revolt for religion and the state of the Church. Candidates can therefore make reference to both content and provenance to build a case in support of the claim. Source 8 also refers to religious grievances. Wider knowledge can be used to explain the role and significance of the monastic houses in the north, the attitudes and idealism of Robert Aske, and the evidence of religious motives throughout the development of the rebellion across Lincolnshire, Yorkshire and the north-west. However the sources highlight a number of other factors that played a part in the rebellion, which can be developed and explained by reference to wider knowledge. Source 6 highlights the importance of the monasteries, which can be related to a range of social and economic factors such as the role of the Church as a landlord and employer, and its part in the regional economy. Wider knowledge can extend this to include taxation, enclosure and, if candidates have the knowledge, the problems raised for the gentry by changes in inheritance and the Statute of Uses, which are referred to in Source 8. Source 6 also suggests that religious concerns were often more local than the issue of Papal Supremacy, and knowledge of Aske's role can be used to evaluate this issue. The references in Source 7 to the safety of the king and his children, and the role of 'common' and 'bad' counsellors can be used to raise questions of political rivalry. The latter can be inferred to be an attack on Cromwell and the reformers at Court, allowing wider knowledge to be used to explain the role of the Aragonese faction and the possibility that the rising was orchestrated by disgruntled conservatives at Court. It can also be interpreted as a reaction by the conservative 'feudal' nobility to their declining influence in government and the extent to which centralisation was undermining their power in their regions. The role of the Percys offers an example. These factors can be used to build a counter-argument to the significance of religion, allowing candidates to access levels 3 and 4, and linked to the references to conservative attitudes in all three Sources to offer a wider explanation. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting interpretations, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may draw on the implications of Source 8 and point out the underlying conservatism of the religious attitudes described, linking this to the wider impact of change in a society characterised by traditional attitudes to religious, economic, social and political issues to create an integrated judgement.</p>	40

A2 Crown, Parliament and Authority in England, 1588-1629

Question Number	Indicative content	Mark
2 (a)	<p>Taken at face value the sources set up a clear conflict between the Speaker's attitude in Source 9 and the criticism of Elizabeth that is implied in Source 11 and made explicit in Source 10. Candidates can extract information and cross-reference the sources to argue that the Speaker's praise of Elizabeth cannot be reconciled with the delight of many at the accession of James, and the remarks made by Bacon. It is likely that many candidates will argue that Croke was saying what the queen wished to hear, and developed responses of this kind can reach L2. Candidates may also refer to the provenance of Source 9 to argue that it was a public speech to a powerful ruler, and that it would not have been wise for the Speaker openly to criticise the queen. However, if all the sources are placed in context and provenance considered, the conflict may be less clear cut. Croke's speech refers to what has been achieved by 1601 rather than to current events, and the references to religion and enemies can be interpreted to highlight the bonds between the queen and her people, whilst not excluding the possibility of increasing criticism. Source 11 is also a speech made on a public occasion, and can be similarly expected to focus on positive relations and gloss over any difficulties. In addition, while delight in a new monarch can be inferred to indicate criticism of a predecessor, it may also indicate a desire to establish beneficial relations with the new source of wealth and power. Bacon's career as outlined in Source 10 illustrates such attitudes. Candidates can also cross-reference the Speaker's comments on religion and enemies to suggest that their delight in Source 11 could be seen as relief at a peaceful transition to a new Protestant monarch. Bacon's comments were also written in the reign of James, during a career in royal service. However, the tone and balance of his remarks is reasonably detached, and the argument that Elizabeth could not 'fully' meet people's hopes and expectations, 'especially' as she grew older, still allows for some success, and for respect and affection. This can be reinforced by Bacon's reference to the length of her reign and to people's 'natural' desire for change. In addition, his own career illustrates the climate of patronage and ambition that regulated relationships around the monarch. It can therefore be argued that the sources present different sides of a situation, and can to some extent be reconciled. Candidates can therefore both support and challenge the view in Sources 10 and 11, using evidence interpreted in context, to achieve L3. At level 4 they will use the sources interpreted in context as a set, to evaluate the extent to which the popularity of James's accession implies criticism of the last years of Elizabeth.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question asks candidates to assess and weigh up James's achievements as king. The sources indicate areas to consider, which can be extended and developed by wider knowledge, to establish a balanced judgement as to his faults and achievements. Taken at face value the sources address separate issues - specifically the nature of royal power, James's personal cowardice, and finance as problems, and peace, religion and the rule of law as strengths. To these candidates can add the behaviour and corruption of the Court, James's personality and appearance, royal favourites, the nature of religious tensions, foreign policy, and the impact of the Thirty Years War after 1618. They may also consider the king's Scottish origins and his desire for a Union of the two kingdoms. By considering how James dealt with these issues, candidates can evaluate James's achievements, but it is not expected that they will address them all in detail in the time available. Interpreted in context and cross-referenced, the sources also offer the basis for judgement. Source 14 offers a favourable assessment and singles out peace, religion and the rule of law. Source 13 confirms the importance of peace, and since it was written by a critic, the evidence can be considered significant. This can also be linked with religion, since James's pro-Spanish policy was distrusted at the time, and with the role of favourites - both Gondomar and Buckingham had influence at times. The argument can be challenged by reference to the impact of the Thirty Years War, but contextual knowledge will allow candidates to consider the roles of Charles and Buckingham in the problems that developed. The same point can be made in relation to finance and the extent to which Cranfield was able to deal with James's financial problems. Candidates can therefore consider both James's positive achievements, and the extent to which he can be blamed for some of the problems that arose. Similarly, relations with parliaments can be considered in terms of both the claims to divine right in Source 12, and the financial problems pointed out in Source 13. Contextual knowledge allows these problems to be evaluated, but all three sources also offer evidence that, in practice, James showed respect for the rule of law. Candidates can therefore draw on the sources to establish substantial arguments, both for and against the claim in the question, in order to evaluate the extent of James's achievements. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the Sources in combination, interpreted in context, to demonstrate the possibility of conflicting interpretations, and utilise a range of accurate own knowledge to develop the arguments and address 'how far'. The best responses will offer balanced arguments to create an overall judgement.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The sources provide evidence of religious fears and suspicions dating from before Charles's accession. Taken at face value the reference to catholic conversion in Source 15, his Arminian sympathies in Source 16 and the protest of 1629 can be used to support the statement. Using inference the argument can be developed in relation to the Spanish marriage, and wider knowledge will enable candidates to build an extensive argument covering, for example, the marriage to Henrietta Maria, the promotion of Laud and the reaction of MPs in 1629, to sustain the claim that religious fears played a major role in the breakdown of relations with parliaments. These points can be amplified by reference to the impact of the Thirty Years War and events in Europe. However, Source 16 also indicates a number of other reasons for breakdown, in particular Charles's levying of 'illegal' taxation, lack of respect for parliamentary and common law rights and threat of absolutism, which was also made more threatening by examples in Europe. These points can be developed by own knowledge of the years 1625-29, including the wars with France as well as Spain, the role of Buckingham, the Petition of Right and its aftermath to challenge the claim that religious fears were of primary importance. The reference in Source 16 to Arminian preaching of obedience can also lay the basis for a reconciliation of the conflicting arguments into an overall judgement, as can a development of the role of Charles himself. It is unlikely that candidates will be able to develop all factors in the time available, and they should not be expected to do so at any level. They are intended to indicate that responses can reach high levels in a variety of ways and that candidates may demonstrate their skills and understanding within differently focused arguments. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to integrate the sources and own knowledge to demonstrate the possibility of conflicting interpretations, and offer a judgement based on both.</p>	40