

Mark Scheme (Results) January 2011

GCE

GCE History (6HI02/E)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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 analytically (i.e. 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 simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</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 show some understanding of the focus of the question. They may, 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 be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</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. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. 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>

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

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.

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 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%

E1 British Political History, 1945-90: Consensus and Conflict

Question Number	Indicative content	Mark
1 (a)	<p>The most likely starting point for many candidates will be Source 1 in which Callaghan himself would appear to refute the claim that he or Labour 'had much to be proud of'. This general assessment can then be developed by cross-referring to the more specific evidence of the Labour government's failings presented in Source 2. In combination these two sources would, at least on the surface, appear to provide a significant challenge to the claims made by Callaghan in Source 3, and many candidates will operate at this level. However, through close reading of both content and provenance, a more complex judgement can be arrived at. Thus, the more astute may well suggest that Source 1, far from being an objective assessment of the government's achievements, was simply an immediate and unguarded response at a time of national crisis. Equally, the allegations made against Callaghan and the Labour party in Source 2 will be viewed by higher performing candidates as little more than electoral rhetoric in the bi-polar world of 1970s party politics, and even here blame is mitigated by an admission that the roots of the nation's difficulties are complex and structural. This latter point could, therefore, be seen to be supporting Callaghan's assertion in Source 3 that any accomplishments by Labour between 1974-79 should be viewed as a 'miracle'. Alternatively, although Callaghan in Source 3 is clearly putting a positive gloss on his time in power, the more able will note that the allusions to failure provide some points of reconciliation with the critical stances adopted by Sources 1 and 2. In arriving at any judgement as to the extent of the challenge, those operating at the highest levels will be able to place the sources in the turbulent economic context of the times and recognise that short-term gains are being weighed in the light of long-term problems.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the impact of the Suez crisis on the fortunes of the Conservative party. Candidates may well start with Sources 5 and 6 which, on the whole, support the contention in the question. Lee's assertion in Source 5 that the Conservatives remained united in the face of the humiliation at Suez can be cross-referenced with Kilmuir's claim in Source 6 that disgust with Labour sniping was the overwhelming response within the party. The more knowledgeable will also be able to pick up on the reference to the election of 1959 in Source 6 to point to the fact that the Conservatives increased their majority despite the Suez debacle. However, for the more astute, a close reading of both the text and attribution of Source 6 will lead to some qualification of this viewpoint. Thus, it may be argued that, as a member of the government during the crisis, Kilmuir could well have been keen to downplay the political fallout of such a disastrous policy decision. With this in mind, his admission that even 'the most loyal workers' were 'dismayed' by the leadership's handling of the situation takes on greater significance and does provide some insight into the level of disquiet that affected the party. Candidates could then access Source 4 to examine the counterview to the contention in the question, with Rowe presenting evidence of both the economic and political crises that faced the Conservative party in the wake of Suez. From their own knowledge, candidates should be able to explore further the arguments and counter-arguments made in the sources. Thus, Eden's long-term health problems can be weighed against his close association with foreign policy and the politicking of Macmillan and Butler in the immediate aftermath of the crisis to assess the validity of the claim that it was Suez that 'finished' (Source 4) him. Equally, in evaluating the economic impact of Suez, candidates could assess the immediate damage to the balance of payments in the light of pre-existing structural problems facing the British economy. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the relationship between the Suez crisis and the fate of the Conservative party in both the short and long-term, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the defeat of the miners' strike of 1984-85. Candidates may well start with the cartoon in Source 7 which clearly implies that the strike was doomed to failure. Although it should be noted that the paper in which the cartoon appeared was hardly sympathetic to the miners' cause, the more astute will be able to cross-reference the underlying assumption that Scargill himself was to blame for the weakness of the strikers' position with the points raised by Hirst in Source 8. The more knowledgeable will be able to develop this line of reasoning by exploring the impact of Scargill's actions. Thus, the confrontational posturing and refusal to hold a ballot alienated fellow union members, the leadership of the Labour party and large swathes of the public. Indeed, the best responses will note the hammer and sickle on Scargill's hat in Source 7 and use this to support the argument that far left rhetoric made his position untenable. Equally, timing is also posited as a reason for the inevitability of the strike's failure. Both Sources 8 and 9 highlight the strong position that the Coal Board found itself in on the eve of the strike and this should serve as a platform for higher performing candidates to examine the practical steps that the Conservatives had taken in anticipation of a confrontation with the miners. At the higher levels there will also be a recognition that on the part of the government there was a determination to confront and defeat the unions in general and the miners in particular. The counterview is contained in Source 9, with Kavanagh suggesting that one consequence of such determination was the toleration of oppressive policing, which in turn caused some within the government to waver. Although candidates cannot be expected to have a detailed knowledge of the course of the strike, they should, nonetheless, have an understanding of its key features and, hence, should appreciate that images of brutal scenes outside collieries and reports of the desperate conditions in mining communities did result in a perceptible shift in public opinion. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the relative importance of the factors underpinning the defeat of the miners' strike, with a sharp focus on agreement or disagreement with the given view.</p>	40

E2 Mass Media, Popular Culture and Social Change in Britain since 1945

Question Number	Indicative content	Mark
2 (a)	<p>All three sources can be used to support the contention in the question. Candidates will, most likely, start with Source 10 which categorically states that the BBC was responsible for the 'moral collapse' of British society. Although many candidates may choose to dismiss the source as the blinkered view of a notorious campaigner, the more astute will recognise that she is speaking, not just as an individual, but as the representative of an influential pressure group; one influential enough to be given national air-time. Both Sources 11 and 12 can be used to reinforce the point that Whitehouse was not alone in feeling some disquiet about the impact of the BBC's output, with references to 'you and some others' (Source 11) and 'middle-of-the-roaders' (Source 12) pointing to a degree of popular backing. Indeed, higher performing candidates may suggest that there is a tacit admission in Source 11 that the BBC was pushing the boundaries by tackling subjects that were once 'taboo'. However, Sources 11 and 12 in overall tone and content firmly present the case against the contention. Most candidates should appreciate that Source 11 is articulating clearly the view that the BBC was merely reflecting a shift in the moral compass. The more perceptive will be able to cross-reference this to the description of Mrs. Whitehouse as 'outdated' and 'narrow-minded' in Source 12. Although it may be noted that the BBC and the <i>Guardian</i> are hardly impartial commentators, those with good contextual knowledge can still advance the view that Mrs. Whitehouse was out of touch by noting that Benny Hill and Alf Garnett, which Source 12 mentions as bearing the brunt of NVALA criticism were, in fact, two of the most popular comedy shows of their time. Whatever judgement is reached must be backed by appropriate evidence and the best will show some awareness of the subjective nature of the source material and their stance on public standards.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the impact of the media on the privacy of the royal family. Candidates may well start with Source 13 which presents a firm case in support of the contention in the question. Although Paxman is prepared to admit that the royal family have little recourse when maligned in the press, he, nonetheless, makes clear that, in his view, the monarchy continues to be treated deferentially. The more astute will pick up on the implication in the source that the royal family continue to be immensely newsworthy and that the media is, on the whole, prepared to accede to the demands of the Palace. Paxman's views can be supported by Marr in Source 15, who presents Diana as a manipulator rather than a victim of the media. This argument should serve as a platform for candidates to cite examples of the control the monarchy exerts, either directly or indirectly, over the coverage by the media. Thus, the resort to photocalls and press secretaries, the carefully choreographed broadcasting of royal occasions or the reverential tone of documentaries (eg <i>The Royal Family</i> 1969) can all be used to support this line of reasoning. However, it should be noted that there is no expectation that candidates will include all or even some of the named examples but rather they will be rewarded according to the range, depth and relevance of the material deployed. Those performing at higher levels will be able to qualify Paxman's observations by noting the rather elitist tone of the piece and his dismissive attitude towards the tabloids readership and, by extension, any opinions they might hold. The counter-argument is clearly presented in Source 14. Many candidates will be aware that Prince Philip is not known for being the most media savvy member of the royal family and will, consequently, question the extent to which his opinions are representative. Some may also wish to take issue with his assertion that thirty years ago royals were viewed as 'normal people' and, instead, argue that it was their very 'abnormality' that protected them from intrusive reporting. Nonetheless, his view that the members of the royal family are the victims of the media can be cross-referenced with the opening sentence of Source 13 and should allow candidates to provide supporting exemplification from their own knowledge. Here stories covering the marital affairs of Charles and Diana and Sarah Ferguson and Prince Andrew will undoubtedly feature, but again credit should be given according to the scope and quality of the material deployed. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the extent and nature of the mass media's coverage of the royal family, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the relationship between popular music and radical political culture. Candidates may well start with Source 18 which sets out an unambiguous case in favour of the contention. The references to the anti-Thatcher, anti-racist stance of punk, reggae and ska should enable candidates to explore and exemplify the politicised nature of much of the popular music of the 1970s and 1980s. This can then be extended by reference to Source 17 in which the Rolling Stones are held up to be the mouthpiece of youth rebellion. The more knowledgeable will be aware of the fissures that were appearing in society at this time and, again, should be able to expand on the connections between popular music and the protest movement in this period. The counterview is presented in Sources 16 and 17. Both focus on the Beatles and their apparent disengagement with the youth politics of the period. However, the more astute will take into account the provenance of both sources in assessing the extent of the challenge. Thus, Hoyland in source 17 was clearly at the extreme end of youth sub-culture and was voicing a disillusionment with Lennon which may well have been atypical. Indeed, those with wider contextual knowledge will be able to point to the fact that Lennon went on to be at the forefront of the anti-war protests of the late 1960s and early 1970s. Similarly, Lennon's dismissal of his revolutionary past in Source 16 could be taken as a reflection of his disillusionment with the politics of 1980 rather than an objective assessment of his, and the Beatles, disengagement from the protests of the 1960s and 1970s. From their own knowledge, candidates may well question the contention by pointing out that popular music is a broad church and that the success of disco in the 1970s and the New Romantics in the 1980s is hardly indicative of anti-establishment rebellion. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the relationship between popular music and radicalism, with a sharp focus on agreement or disagreement with the given view.</p>	40

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