

Mark Scheme (Results Summer 2011

GCE History (6HI02/A)

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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 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 the 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%

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

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Taken at face value Source 1 suggests that Wolsey believed in justice as the purpose of law, Source 2 shows that people were prepared to ask for his help, suggesting that he was just, and Source 3 suggests that he wanted to attack the rich, challenging the claim. If cross-referenced to Source 3, Source 2 can be used as an example of the complaints that 'brought many an honest man to trouble and vexation'. Developed responses of this kind can reach L2. Interpreted in context, however, the sources raise more complex issues. Source 1 is from Wolsey himself, and he is arguing for the importance of applying the law with regard to justice as equity and ensuring that its operation is fair. In particular, the King, or his representatives, should ensure that the law is not unfairly harsh, and he suggests that this is the key purpose of the Court of Chancery and of his own role as Lord Chancellor. Since these claims are in written instructions to judges dealing with cases involving the King's Council he is unlikely to be making such arguments unless he is sincere. Therefore this evidence strongly supports the claim. The willingness shown by the London bakers in Source 2 to petition him suggests that Wolsey's attitude was known and trusted, and this may indicate that he genuinely pursued impartial justice in practice. However, the claim can be challenged by Source 3, which suggest that Wolsey sought to attack the rich, and the actions of the London bakers could support this view, since they are protesting at the abuses practised by the London rich, the Mayor and Aldermen. It can also be said that Wolsey's instructions to judges in Source 1 would need to be interpreted in practice, leaving room for influencing them towards the poor at the expense of the rich and powerful. Candidates can therefore both support and challenge the claim (L3). However, the provenance of Source 3 reveals that Edward Hall was a London lawyer, and had served as an Alderman as well as an MP, positions that linked him to the authorities in Source 2. It can therefore be inferred that the evidence of Source 3 may be unreliable, since punishment of the 'rich' may well have included men like Hall himself. In addition, contextual awareness may suggest that the rich often escaped punishment, as Source 2 suggests, and that in punishing them Wolsey was simply pursuing justice. It is therefore possible for candidates to evaluate the quality of the evidence to establish an overall judgement for L4.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the reasons for Wolsey's fall, and in particular on the role and significance of Anne Boleyn. The sources offer conflicting evidence. Source 4 is a letter from Anne herself, accusing Wolsey of betrayal, which would certainly suggest that enmity might result. This can be supported by Source 5, where she refuses to intervene on his behalf, and later seems to be preventing others from doing so. This evidence can be used to support the claim, and can be developed by wider reference. Candidates may consider Wolsey's failure to see Anne's importance in 1526-27, his failure to obtain the divorce, his general arrogance and unpopularity as well as the influence and ambition of the Boleyn faction as reasons for Anne's enmity, and her relations with the King, to suggest that she had the power to bring about Wolsey's fall. However, Source 6 suggests other factors as the cause of Wolsey's problems, particularly the failure of his foreign policy and the failure to get what Henry wanted in terms of ending his marriage. Both can be developed from contextual knowledge, particularly by reference to events in Europe in the years 1525-29. In addition, candidates might draw on their wider knowledge to add other causes of Wolsey's fall, such as the financial stresses of the 1520s, particularly the failure of the Amicable Grant, and the wider hostility of noble factions to the extent of Wolsey's power. Candidates can therefore interpret and cross-reference the sources in context to both support and challenge the claim in the question to achieve L3, and either weigh their significance or explore the links between them to offer an overall judgement at L4.</p> <p>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. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for Wolsey's fall, 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 consequences of religious change during Henry's reign and the debate over the threat resistance to these changes posed. Taken as a set the sources offer support and challenge to the stated view. Candidates may start with Source 8, which in some respects appears to offer strong support to the claim. Randell highlights the relative military strength of the rebels when compared against the King's forces, a point that is also supported by Armstrong in Source 9. Source 8 also suggests potential foreign support posed a significant threat. Responses may link this to Chapuys' report in Source 7 where he appears to wish provision of such support might be offered by the Pope. As such the sources can be used to build an argument around the strength of a sizeable military opposition, motivated around a religious cause. Candidates may also highlight the involvement of nobility, referred to in Source 7, as adding weight to the potential opposition. However, the evidence from the sources can also be made use of to counter the stated view. Chapuys' admits the Pilgrims lack in finance and his appeal to the Pope may be taken by candidates to imply that without this, he feels their likelihood of success is limited, particularly if the view he represents is considered. As regards Source 8, whilst the assessment of the military strength of the Pilgrims it makes stands, it casts doubt on their ability to threaten Henry outside of their northern powerbase. Whilst this does not deny the threat they posed entirely, candidates may explore the extent to which the rising may have formed a fully fledged threat to Henry's rule. This could be linked to Source 9, which in considering the reasons for the failure of the rebellion offers insight into the aims of the rebels. Whilst they were a strong and motivated cause, their opposition was against Henry's religious policy rather than his position as King. In this sense candidates may argue against the seriousness of the threat. In drawing on own knowledge, candidates may consider the nature of the rebellion. Whilst those joining swore an Oath on what was essentially religious grounds, the Articles presented to the King's representatives were initially obscure and outlined a range of grievances including the poverty of their regions since the closure of religious houses, and protestation against some of the King's chosen counsel. The series of risings, starting in Lincolnshire in October 1536, at times posed a serious threat, including seeing the surrender of Pontefract Castle. However, at other times, such as at Lincoln and later when meeting with Norfolk in December, the rebels were easily dealt with either in the face of royal force or dispersing when they felt their demands were being considered. Whilst elements of the rebellion continued into 1537, by January Henry had been able to withdraw his promises and begin to exact punishment on those leading the uprising. Candidates may also explore the role of the nobility in the revolt or the extent to which the series of risings can be seen as a unified opposition. As such candidates can explore a range of issues drawing on sources and own knowledge to offer an analysis of the stated claim.</p> <p>Candidates are unlikely to address all of these issues in depth in the</p>	40

time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for Wolsey's fall, with a sharp focus on agreement or disagreement with the given view.

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

Question Number	Indicative content	Mark
2 (a)	<p>Source 10 offers a critical view of the Duke of Buckingham in relation to both his role in the failure at Cadiz and accusations of his corruption in office. At face value this appears to be supported closely by Source 11, which detail a range of issues, alluding to Cadiz as well as other failures that are the responsibility of Buckingham. Support is also offered where Eliot goes on to suggest that the Duke has exhausted the treasures of the king and people. At first sight, Source 12 would appear to challenge the view taken in Source 10. Charles defends the Duke in terms of his having been appointed by James and asserts Buckingham's role as a dutiful follower of policies already established. Charles also seems to counter the claims made in Sources 10 and 11 regarding Buckingham being a drain on finances where he states the Duke has made use of his own resources. However, candidates may suggest that it can be implied from Charles' response that Buckingham is responsible in some respects, albeit as a servant rather than master of policy. Responses may link this to Sources 10 and 11, in considering the extent to which Buckingham was at fault for the failure at Cadiz and in the broader accusations levelled against him. In considering the attribution of the sources, candidates may respond in a range of ways. It is likely that many may point to Charles' relationship with the Duke in considering the defence he makes, and may reason that his motives for this reflect his own character and attitudes towards those who have levelled the claims against Buckingham. Whilst candidates are not expected to have knowledge of John Turner, they may place Source 10 in the context of the particular failure at Cadiz and see the parliamentary debate after this as representing a particularly tense period. It is likely responses will point to the strength of Eliot's opposition to Charles and Buckingham. Candidates are not expected to have full knowledge of the significance of the events related here in the relationship between Eliot and Buckingham, although many may interpret what is stated in the attribution as suggestive of this. Candidates utilising inferential skills or consideration of provenance in relation to issues identified in the content of the sources should achieve Level 3. Responses which are able to resolve such issues and reach judgement on the evidence will be deserving of Level 4.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the way in which Elizabeth dealt with her problems in the last years of the reign, and relates to debates as to how far her government was in crisis in these years. Sources 13 and 15 outline the problems that she faced - rising prices, social unrest, high taxation, war, and the breakdown of the patronage system. Candidates can support this from wider knowledge and develop the nature and extent of Elizabeth's difficulties in some depth, by developing each of the problems indicated, and by adding others such as the rebellion in Ireland. In so doing they will support part of the representation, and set the context for consideration of how well Elizabeth dealt with the situation. Source 14 supports the claim that she handled the situation with skill, and candidates can develop the point by explaining the impact of the 'Golden Speech', the lack of support for the Essex rebellion, and the continuing loyalty shown towards the queen right up to her death. The development of the Elizabethan myth through propaganda in both the 1590s and in the early seventeenth century can also be relevant. Candidates may also refer to social legislation, in particular the Poor Law and restrictions on enclosure, to show that wider problems were addressed.</p> <p>However, candidates can also challenge the claim that Elizabeth showed remarkable political skills. While contextual knowledge is likely to suggest that war, rebellion and social problems were beyond the scope of any government, it can be argued that Elizabeth failed to handle patronage and factions effectively, and provoked Essex to a considerable extent. The dominance of the Cecils was entirely within the queen's control, but she failed to see the danger. Similarly, the impact of taxation and the monopolies crisis suggest that she was unable to handle financial issues, and in order to defuse the crisis had to make real and significant concessions that were far more significant than a single gracious speech. Contextual knowledge allows candidates to argue that Elizabeth's survival and the loyalty that she generated had far more to do with past successes and anti-Catholic sentiment than with any skills that she still exercised. Candidates can therefore both support and challenge the claim in the question. The best responses may well weigh the nature of problems, the context in which they developed and the skills demonstrated by Elizabeth to establish an overall judgement.</p> <p>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. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of Elizabeth's handling of issues, 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 reasons for conflict between King and Parliament in the years 1603-29, across the reigns of both James I and Charles I. The question claims that the main factor was a growing fear of absolutism, and there is evidence in the sources to support this claim. Source 16 shows that MPs were already sensitive to the issue in 1604, while Sources 17 and 18 suggest that the fears grew across the period and became more intense in the reign of Charles I. Candidates can develop this argument by reference to a series of disputes, over impositions in 1607 and 1610, the attempt to 'fix' elections in 1614, quarrels over free speech in 1621, and the sequence of events in 1627-29 that led to the Three Resolutions.</p> <p>However, the sources also include evidence that challenges the claim that fear of absolutism was the main problem. Source 17 implies an assertiveness among MPs that also contributed to problems, and this can be developed by considering parliament's attitude to Union with Scotland, the King's favourites, foreign policy and the refusal to grant Charles tannage and poundage for life. In addition, Source 18 highlights other factors, such as the role of Buckingham. Candidates can therefore both support and challenge the claim in the question by interpreting the sources in context and developing their implications by reference to wider knowledge. The best responses may well explore the interaction of different factors over time to show how fears grew and to attribute relative significance to different factors in an overall judgement.</p> <p>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. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the causes of disagreement between King and Parliament during the period, with a sharp focus on agreement or disagreement with the given view.</p>	40

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