

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI02/C)

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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: A02a (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 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 own 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.

A02b (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.

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%

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.

C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates may well start with Source 1 which puts forward a compelling case in favour of the contention. The somewhat jaundiced view of the state of the British army during the Crimean War adumbrated by Source 1 can then be cross referenced with the claims made in Source 2 about 'grossest mismanagement' and 'dangerous indifference'. Both sources also highlight the lack of training ('war was not studied' [Source 1]) and professionalism ('little experience' [Source 2]) that existed in the British army at this time. Candidates are likely to use source attributions to question the objectivity of the views presented. Source 2 is written at the height of <i>The Times'</i> campaign against the army high command, while Source 1 may have some self-interest in showing a shift from incompetence to professionalism during his tenure as commander-in-chief. The counter view presented in Source 3 directly contradicts Source 2's claim that senior commanders cared little for the plight of the rank and file, although it does hint at the shortcomings in the supply chain that limited the effectiveness of command operations. However, some candidates may use the provenance of Source 3 to suggest that the insistence that Raglan was an able commander, esteemed by his troops, was exactly the sort of soft-soaping one would expect from an obituary. Hence, Source 3's acknowledgement that the commander-in-chief's performance had attracted criticism and insults, and that the men had suffered greatly during the winter of 1854-55, may be seen by some to carry significant weight. In a similar vein, even Source 2 is prepared to qualify his charge of incompetence by admitting that senior commanders were, at least, honourable and courageous.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the impact of the Boer War on social reform. Candidates will probably start with Source 4, which offers support to the view expressed in the question. Source 4 argues that the considerable increase in the National Debt that the war entailed had a deleterious effect on the immediate provision of welfare programmes. However, some candidates may note that the example given of a failed welfare reform, old-age pensions, is one that hardly chimed with the prevailing public concern over declining national efficiency. Sources 5 and 6 present a platform for the counter-argument by making clear the link between the war and reform. Source 5's reference to the recommendations of the Interdepartmental Committee can be used to explore the range of measures introduced by the Liberal government after 1906 to tackle the war-induced fears about the state of the nation and declining national efficiency. However, some candidates may note that Source 6 does, in fact, seem more concerned about issues of national security rather than welfare reform per se. This line of argument can then be extended by reference to the postponement of Chamberlain's hopes for old-age pensions which is referred to in Source 4. Candidates' own knowledge on the timing and nature of social welfare reform and school improvement, as well as the national efficiency debate, can all be used in support of arguments for and against the view. Candidates are unlikely to address all of these issues in depth in the time available and appropriate credit should be awarded for any relevant argument.</p> <p>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 impact of the Boer War on social reform with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the effectiveness of British strategy on the Western Front. Candidates may well start with Sources 7 and 8 which, in combination, provide a damning indictment of the High Command's conduct of the war. The accusation is that there was little or no effort to find an alternative to the expensive campaigns of attrition of the Western Front. Candidates should be able to support this line of argument with their own knowledge, and it is likely that examinations of the Somme and Passchendaele will feature here. Some candidates may question the validity of using a poem (Source 7) as a historical source, especially when it comes from the pen of someone as staunchly anti-war as Sassoon. Such arguments should be rewarded appropriately. The counter-argument is presented in Source 9. Although prepared to acknowledge the elements of waste and incompetence in the British strategy, Source 9 does nonetheless highlight what might be argued to be the main prerequisite of a successful strategy; victory. This viewpoint may act as a platform for those with contextual knowledge to explore the strengths of the British Army's performance on the Western Front. Here, the 'learning curve' in operational performance may well be highlighted, as may the deployment of new technology and the successful push in the war's final 1000 days. Alternatively, some candidates may pick up on the comparison with the German Army's performance contained in Source 9 to emphasise the difficulties facing offensive forces in the Great War. Some candidates may use this point to evaluate what criteria should be employed when attempting to judge success, and on that basis, conflicting arguments might be developed. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 effectiveness of British strategy on the Western Front with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates may well start with Source 10 which, at least on the surface, would appear to support the contention in the question. The list of 'new roles' highlighted in the source can be cross referenced with the reference to factory work in Source 12 to highlight the range of war-related opportunities for women in the workplace. Some candidates will also be aware of the note of admiration on which Source 10 concludes and may well suggest that this points towards an improvement in the public perception of the status of women workers. However, all three sources can also be used to present the counter-view. Source 11 highlights the poor terms and conditions under which women were employed and this, in part, can be explained by the temporary nature of wartime employment alluded to in Source 12. Some candidates may also pick up on the rather patronising tone of this latter source ('not realised'). Even Source 10 admits to finding amusement in the idea of working women, although some candidates may interpret this as nothing more than the product of the magazine's satirical nature. Similarly, some candidates may offer the suggestion that the concerns raised in Source 11 are no more than one would expect from an executive member of the Women's Labour League.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the importance of the Married Women's Property Acts of 1870 and 1882. Candidates may well start with Source 13 which offers support to the contention in the question. Source 13's argument that the Acts did little to alter male prejudices or the daily lives of the vast majority of women can be used as a platform, with the support of own knowledge, to explore, for example, the limitations of the Acts, their tortuous passage through Parliament and their irrelevance for working-class women. Any appropriate line of argument should be rewarded accordingly. Some candidates may pick up on the last sentence in Source 13 as suggesting that there was a degree of success that can be attributed to the Acts. The counter argument is more fully developed in Source 14 and Source 15. Source 15's view that the campaign for property rights was viewed by some as serving as a rehearsal for future struggles may allow candidates to contextualise the passing of the Acts and explore their significance as a learning curve. Some candidates are likely to address the issue of 'allegedly' in the source and to consider its implications. Candidates might also point out that the Acts were seen by some Liberal MPs as a way of restricting women's rights. Thus, candidates may highlight the psychological impact that this new found freedom had or they may point to the work of the Married Women's Property Committee and the practical experience in organising a reform campaign that was gained. This line of argument can be buttressed by reference to Source 14, although the more perceptive may question the objectivity of the views being expressed. Alternatively, it may be argued, with the support of own knowledge, that the passing of the Acts was merely part of a general trend towards social reform that did little, in real terms, to alter deeply embedded prejudices. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 importance of the Married Women's Property Acts of 1870 and 1882 with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the political effects of women’s increasing involvement in public life before the First World War. Candidates may well start with Source 16 which offers support for the contention in the question. Candidates may note the series of reforms that resulted in wider female engagement in public life and the view that ‘female emancipation’ was the natural outcome of this trend. Candidates may use their contextual own knowledge to exemplify their points by reference to specific case studies of individuals such as Eleanor Rathbone, Susan Lawrence and Margaret Ashton. This line of argument can be further developed by reference to Source 18 where the focus falls on a national organisation rather than on participation in local public life. Source 18 is extolling the importance of the Primrose League in providing women with a chance to gain experience of and influence within a national political organisation. From their own contextual knowledge, candidates should be able to extend these arguments by exploring further the work of the Primrose League and also the Women’s Liberal Association. It might further be pointed out that despite the admiration for the Primrose League in Source 18, the Primrose League’s Ladies Grand Council did not support votes for women. Indeed, the more perceptive may use the provenance to suggest that Source 18 has allowed her judgement to be clouded by the glamour of the atypical annual Habitation. The counter argument is presented in Source 17. Although this does acknowledge that women’s involvement in public life had some merits, it clearly concludes that this involvement was merely a reflection of separate spheres ideology. Candidates are likely to develop this line of argument on the basis of their contextual own knowledge. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 impact of women’s involvement in public life with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

