

AEA

Mark Scheme

**AEA
History**

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GENERAL INSTRUCTIONS (applicable to both Sections A and B)

In questions where each level contains a range of marks, bullet points one and two should be used to decide the level which the answer has reached. When awarding marks within a level, move up or down from the mid-point according to the extent to which the remaining criteria are met.

QUESTION 1 (a)

Study Source 1

In what ways, according to the author of Source 1, do 'narrative' and 'analysis' differ as forms of historical writing?

(6 marks)

GENERIC LEVEL DESCRIPTORS

Level 1

The answer shows the ability to:

- comprehend and begin to analyse the key points of argument.
- select appropriately from the source material in support of the analysis offered.

1-2 marks

Level 2

- The answer shows the ability to understand the basis of the arguments offered by the author.

3-4 marks

Level 3

- The answer shows the ability to explore the arguments offered with confidence and discrimination.
- Treatment of argument and discussion of evidence selected will show that the work has been fully assimilated.

5-6 marks

INDICATIVE CONTENT

Elton appears to suggest three main differences between narrative and analysis:

- Analysis is essentially static but narrative is not: it explores developments over time
- The focus of analysis is what things were like; the focus of narrative is how things happened
- Analysis involves the dissection of a problem; narrative explores and explains change over time on a chronological basis.

Level 1 answers (1-2) will not get very far, if at all, **beyond the citation or quotation of relevant passages** from Elton, in particular quotations from the parts of the passage where Elton himself is making direct comparisons (eg lines 3-5, 11-12). At this Level there will in answers be no evidence, or only **very limited evidence, of a capacity to get beyond the surface of the text** and to make inferences or to explain things in the candidate's own words.

At **Level 2** (3-4) there will be an evident and to some degree **successful attempt to offer an explanation of differences** as opposed to quoting passages and leaving the reader to work out their significance. The explanation is not, however, likely to be fully persuasive for one or more of a number of reasons: the answer lacks range, perhaps (and this would be 3 marks rather than 4) identifying clearly only one point of difference; the answer **doesn't keep the focus tightly on points of difference**, perhaps drifting into consideration of points of similarity in Elton's account of narrative and analysis; the answer is **ragged and unsystematic** in its sequencing of points.

At **Level 3** (5-6) answers will **range well** (though don't expect all three of the points identified above: an otherwise impressive explanation confined to two of them would be worth Level 3); they will **focus sharply and tightly on points of difference**; and points are likely to be explored in an **orderly and coherent** sequence. For lower Level 3 expect **sustained but not exclusive focus on differences**: for a maximum 6 marks, expect **exclusive and systematic focus on differences**.

The differences between the Levels can be thought of in terms of simple statements (Level One), developed statements (Level 2), developed explanation (Level 3).

QUESTION 1 (b)

Study Source 1

The author of Source 1 suggests that asking and answering questions about the causes of events is one of the historian's central tasks (see lines 3-8 of Source 1). What, in your view, are the characteristics of a good explanation of the causes of long-term historical change? Develop your answer by reference to any period or periods you have studied.

(14 marks)

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of the proposition and demonstrates some conceptual awareness.
- Historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-5 marks

Level 2

- The answer shows a clear understanding of the analytical demands of the question, demonstrating secure conceptual awareness.
- The historical knowledge deployed in relation to the question will be secure, and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

6-10 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The author's argument is fully analysed and the candidates' argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the author's view
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout

11-14 marks

INDICATIVE CONTENT

This may require more discussion than some of the other questions at moderation, but it should not be in dispute that the principal criteria against which answers should be judged are

- The extent to which characteristics of a good change explanation are identified and discussed
- The extent to which the focus is on the causes of long-term change (as opposed to 'causes' in general)
- The quality of exemplification / supporting evidence

Please note that this is NOT a source-based question. The expectation is that candidates will answer it on the basis of their own ideas and knowledge. If material from Source 1 is pressed into service but nothing else is offered the answer cannot get beyond level 1.

Level 1. If answers simply offer a **case study of long-term change** (of the kind that will have been studied for A2 papers) without identifying anything, or anything very much, in the way of relevant 'characteristics' on the basis of it, it's hard to see anything beyond Level 1 being appropriate. What is in mind here is an answer which is effectively **recycled, unadapted A2 material**. Another type of

Level 1 answer (a better one than the first sort) would be one which did seek to identify 'characteristics' but which identified **characteristics of explanations of change in general**, not long-term change, and which only had **statements of a simple kind** to offer eg good explanations are clearly expressed and written.

Level 2. Answers which offer a **reasonable range of developed statements** which do not focus tightly on long-term change but which relate to the **characteristics of good causal explanations in general** would be Level 2. 'Characteristics' which might feature in candidates discussions might include:

- There will be clear and secure identification of causes
- Explanations will not be monocausal.
- Causes will be prioritised ie there will be consideration of the relative importance of causes
- Ideas will be persuasively supported with evidence
- Explanations will be free from political bias

In any Level 2 answer there should be **secure, though not necessarily highly penetrating, support and exemplification**. At the higher end of Level 2 (8-10) candidates will begin to focus on the characteristics of good explanations of *long-term* change and will have some valid things to say without being fully persuasive ie answers of the '**flawed analysis**' type would be higher Level 2.

At **Level 3** the kinds of generic point referred to in the Level descriptor are very likely to appear but the distinguishing feature of Level 3 will be a **sustained, and persuasive, focus on the characteristics of good explanations of long term change**. There are many ways in which the matter might be approached, but there might for example be

- Consideration, and exemplification, of the differences between long and short term factors, between the 'preconditions' and 'triggers' of change
- Consideration of whether the determinants of long term change are economic and social rather than political, and here candidates might make reference to Marxist and *Annales* school models of change.

QUESTION 1 (c)

Study Sources 1 and 2

'Biography is a poor way of writing history' (see lines 46-47 of Source 1). Making reference to both sources, and to your own historical reading, assess the validity of this view.

(20 marks)

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of at least one proposition and, in considering it, demonstrates some conceptual awareness.
- The historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The answer demonstrates secure conceptual awareness, showing a clear understanding of the arguments of at least one source and offering integrated responses calling on other reading and appropriately selected historical knowledge.
- The historical knowledge deployed in relation to the question will be secure and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The authors' arguments are assimilated and the candidate's argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the presented views (Sources 1 and 2) in the light of own knowledge and reading
- The candidates ability to analyse complex historical ideas and concepts will be communicated throughout in writing which is well-controlled, coherent and well directed throughout

15-20 marks

INDICATIVE CONTENT

There are plenty of ideas to work from in the sources. NB This is in part a source-based question. The best work will be an impressive synthesis of material from the sources and 'own knowledge': the least impressive answers will work very closely from the sources with little or nothing added from 'own knowledge'. Candidates whose ideas derive entirely from the sources but who exemplify and develop them very well from 'own knowledge' should go to Level 3 : we aren't for L3 expecting, or insisting upon, ideas or insights into the validity of biographical writing which don't feature at all in the sources (though if such insights are offered – and well-founded – they are of course welcome)

In support of the idea that biography is a poor way of writing history

- The focus of biography is the individual, not on the individual's age – the latter being the proper concern of the historian (Elton, lines 47-51)
- Historical periods aren't demarcated by any individual's life span (Elton, lines 53-55)
- No individual dominates his age to the point that it becomes sensible to write history around him (or her) (Elton, lines 55-57)

- Biography must pay due attention to an individual's private sphere, which is not really of concern to the historian (Elton, lines 57-62)
- Biographers may be biased in favour of their subject (Black and MacRaild, lines13-16)
- Biographers may write on too limited and selective and evidence base (Black and MacRaild, lines16-20)
- Biographies may overstate the historical significance of their subject (Black and MacRaild, lines 25-30)

Against the idea that biography is a poor way of writing history (see Black and MacRaild, lines 35-50)

- Good biographies provide persuasive explanations of the motivation of historical characters
- Good biographies can make historical figures lifelike etc
- Men (and women) and their actions are a legitimate branch of historical inquiry
- Good biography involves the deployment of the skills of the historian

Ideas other than these might be offered, and if they are well-founded credit them generously, but most candidates will be working from the ideas in the sources. Main criteria for distinguishing between different levels are

- The extent to which there is in answers a range of developed points
- The extent to which points are supported by examples, contextual knowledge, independent reading
- The extent to which candidates offer a well directed argument for or against the quotation (as opposed to listing points on either side of the argument and offering no clear conclusion)

At Level 1, the **range of developed points is likely to be narrow** (though a wide range considered only superficially is a possibility); **exemplification is likely to be no more than adequate**; and **no very clear view** one way or the other is likely to be taken.

At Level 2, expect a **range of developed statements**, with **secure, appropriate exemplification**. The overall argument, however, may **not be really tightly controlled and well directed**, and may **list points on both sides of the argument** without offering and supporting a clear conclusion (ie **non-committal work**).

At Level 3 expect candidates to offer a **clear view one way or the other** and to support it **highly persuasively**. Expect counter-arguments to be considered but expect as well reasons why they are not deemed persuasive to be given. **Exemplification and support will be highly penetrating** (with evidence that candidates have read, and thought about, an historical biography or biographies especially welcome).

SECTION B

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of the focus of the question, demonstrating some conceptual awareness
- Historical knowledge related to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The candidate offers an answer which shows a clear understanding of the analytical demands of the question and demonstrates secure conceptual awareness.
- Historical knowledge deployed in relation to the question will be well selected, secure and accurate.
- Points are adequately developed some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a complete and clear understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the questions set, demonstrating confidence in moving between generalisation and detailed discussion
- All arguments are convincingly developed and the answer displays genuine independence of thought
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

15-20 marks

INDICATIVE CONTENT

2. *'History is nothing more than the study of the politics of the past.'* How far do you agree with this view? Develop your answer by specific reference to any period or periods you have studied.

Obviously the core issue to be addressed here is whether the historians' focus should be on politics or whether other perspectives (eg economic, social and cultural) have equal, or greater, validity. Most candidates are likely to challenge the quotation, with the argument that ordinary people's lives are, or can be, of just as much historical significance as those of monarchs etc. The argument may well be couched in pejorative terms, with advocates of political history being accused of elitism and so on. Answers built around insistence on the significance of the lives of the masses more or less alone could, if fully and persuasively exemplified, be worth mid Level 2. This may feature in the form of the suggestion that politics can't be understood without consideration of the impact of social and economic pressures on the political decision-makers. Assertion along these lines with very limited support is likely to be Level 1 but a more developed though still one-dimensional answer could get to mid L2. For higher Level 2 and level 3, though expect some range – eg consideration of why some do think that political history is the heart of the discipline and / or consideration of whether, given the limitations of the sources, satisfactory social history can be written.

3. *To what extent does the fact that historians can never be completely objective invalidate history as an academic discipline? Develop your answer by specific reference to any period or periods you have studied.*

The assumption in the question that historians can never be objective might be challenged by some, but most probably will be accepted by the vast majority. Answers will therefore centre around the issue of whether non-objective history is worth writing. Some familiarised with post-modern ideas might be inclined to answer 'no' and really authoritative answers along these lines could go to the Level 3. For Level 3, though, expect plenty of *historical* content – don't be over-impressed towards those who (perhaps on the basis of A Level English or General Studies) assert the impossibility of objective truth, leaving us with a situation in which no 'discourse' can be 'privileged'. The case needs to be made out with reference to History. The alternative is to argue – and this may be a more secure route to higher Level 2 and Level 3 - that though complete objectivity may elude the historian, historical writing is not fiction but is evidence-based and rigorous: the claims historians make can be scrutinised and either verified or shown to be dubious. It may be that this is a question which will either be done very well or one which will not really be got to grips with.

NB Set piece discussions of whether historians can or can't be objective which don't go on to address the question of whether non-objective history is worthwhile could go to lower level 2.

4. *'Only in the fields of science and technology is there evidence of progress in history.'* To what extent do you agree with this statement? Develop your answer by specific reference to any period or periods you have studied.

Perhaps the most empirical of the questions on offer and as such may be attractive to some. There are really two propositions to be considered – first, is there evidence of progress in the history of science and technology and second, is evidence of progress lacking in other spheres (political, social, and economic development, for example). If answers don't address both aspects and instead (for example) simply challenge the idea of progress with reference to twentieth-century barbarism, it's unlikely that answers will get beyond mid Level 2 at best. For Level 3 not only does the idea of progress outside science and technology need to be authoritatively considered but also the idea of scientific and technological progress needs to be considered – and *exemplified*. It's the latter that may prove to be one of the more demanding aspects of the question. Evidence of well-developed knowledge and understanding of the history of science and technology should, in the context of otherwise impressive answers, be fully rewarded.

5. *'The trouble with history on television is that it always becomes history for television: excessively personalized and trivial.'* How far do you agree with this view? Develop your answer by reference to your own historical reading and viewing.

There may be less strong candidates who see this question as a refuge and who offer discussion of the merits and demerits of recent historical series on television. Answers of this kind – answers that is which are more or less wholly programme-oriented – are unlikely to get beyond Level 1. What is looked for at the higher levels (upper L2 and L3) is a systematic consideration of the strengths and limitations of television as a medium of historical communication, with consideration of such questions as : does the need for ratings lead to a preference for some subjects (wars, Hitler) over others? does the need to retain viewers' attention and limitations of time mean that issues are simplified and personalised? can all or most tv history plausibly be described as 'infotainment' without serious academic intent? can history at best popularise the subject but never rival the written form as a means of explanation? And so on. One –dimensional answers which effectively take one argument, or a very limited range of arguments, and explore it or them in depth are going to be no more than mid Level 2 at best. Range as well as depth is wanted for the higher levels.

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