

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI02/B)

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Publications Code US041771

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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 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.

B1 Britain, 1830-85: Representation and Reform

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates are likely to begin by considering Source 1, which clearly supports the statement in the question. Although the author claims that 'loyalty is normal and contentment almost universal', the working people of the area appear to have responded so positively to the arguments of 'physical force' Chartists that the ruling classes were 'in a state of alarm'. Candidates might contrast this to Source 3 which suggests that whilst people 'applaud 'physical force' in public meetings', no actions resulted from this. Candidates might point out the time gap between the two sources and the authorship to explain this. They might conclude that Moyl, a local official writing in the early stages of the movement, exaggerated the impact of the speakers in mobilising actual support. He was writing to the Home Secretary only the day after the meeting and was responding to the immediate threat it seemed to pose. Harney, on the other hand, had five years of Chartism in practice to reflect upon and was involved directly in the movement, so may have had an understanding of what was rhetoric and what genuine threats. However, both of the sources can be used to support the argument that the arguments of the 'physical force' Chartists were responsible for 'the evil of creating suspicion' and candidates may discuss the likely impact of this on support for Chartism. This is evident in Source 1 in the reaction of the ruling classes, whilst Harney implies that the problem was wider than that and it might even be inferred that the threat of violence was alienating the very people it was intended to attract. This view is further supported by the arguments of Source 2. Taken together, this could be used to argue that these arguments did not attract widespread support. Candidates might also pick up the reference in Source 2 to the apparent disagreement within Chartism about the use of physical force as a method to attract support. This suggests that even members of Chartism were not attracted by it.</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 about whether the arguments of the physical-force Chartists were effective in mobilising support for the movement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is a consideration of the impact of the 1832 Reform Act on the political system and whether there was more continuity or change in its wake. Candidates may begin by considering the arguments of Source 5 which broadly supports the interpretation presented in the question, in the short term at least. It identifies corruption and bribery as well as the social background of MPs and the Cabinet as continuities from the old system. Candidates should develop these continuities further on the basis of their contextual knowledge. These could also be linked to the contemporary source (Source 4) which makes it very clear that there was significant continuity in the system, both in the ways in which elections were conducted and the continuance of patronage. In view of the attribution, candidates might feel that the author is knowledgeable and that his view has some validity. Alternatively, they might point out that as this is only three years after the Reform Act, there has not yet been time for the system to enact significant changes. The reference to the continuity of 'objectionable features of the old system' might be used as the basis on which to argue that although there was continuity, there was a clear desire for change too. This could be linked with the argument in Source 5 and Source 6 that the Reform Act was the first step on the road to democracy. Although Source 5 and Source 6 clearly agree on this point, the emphasis of the two sources is different. Source 5 sees the continuities as being more significant whereas Source 6 sees the changes and developments as being more important and concentrates on an examination of these features. Candidates could use their contextual knowledge to develop and expand upon the points raised in Source 6 relating to redistribution of seats, changes in the franchise and further electoral reform. They might also point to the fact that Source 5, although it argues that bribery and corruption continued, does acknowledge that it was 'diminished' and argue that this was also a change. The sources do not deal with political organisation, but where candidates discuss this issue on the basis of their own knowledge it should be credited. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 degree to which there was change or continuity in the political system 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 focus of the question is the reasons for the passage of reform legislation in the period 1867-85. Candidates are likely to begin with a consideration of Source 7 as this clearly demonstrates the role of Disraeli and the Conservative Party in the passage of the 1867 Reform Act. It offers an interesting insight into how Disraeli manipulated his own party and could be used by candidates to point either to the importance of Disraeli as an individual or to the role played by the party itself. Candidates are likely to expand on their argument through the use of contextual knowledge about the passage of the 1867 Reform Act. Source 8 provides a counter argument to the reasons for the passage of the 1867 Reform Act in its reference to both the importance of the Liberal Party and popular protest. By suggesting that the 'police and troops' were 'powerless', Source 8 suggests that the Conservative Party was merely reacting to external pressures in 1867 and was therefore not responsible for the legislation of 1867. Candidates could be expected to expand upon these points related to the passage of the 1867 Reform Act on the basis of their contextual knowledge. Source 9 could be used in several different ways to make links to the question; all relevant references should be rewarded appropriately. Candidates are likely to discuss the role of Salisbury and the Conservative Party in limiting the terms of the 1884 Act, and therefore in restricting reform legislation in the period. Candidates might discuss the role of Gladstone, possibly not only in 1884 which is the focus of the source, but in 1867, 1872 and 1883-5. His party, rather than the Conservative Party, might be argued to have been at the forefront of the drive towards reform legislation. Candidates might use their own contextual knowledge to discuss a range of other factors that were responsible for either legislation generally or specific pieces of legislation within the timeframe of the question e.g. the desire to limit bribery and corruption. Candidates are unlikely to address all of these issues in depth in the time available. It is therefore important that they are given credit for the arguments used and not penalised for not dealing with all potentially relevant issues.</p> <p>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 the passage of reform legislation in the period 1867-85 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

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates might begin by a consideration of Source 12 which is the source that most clearly supports the view that conditions in workhouses were satisfactory, although by his tone it is clear that he did not entirely approve of the workhouse inmates being better off than labourers outside the workhouse. Source 12 is the only source that believes that there was 'cleanliness' in the workhouse; both the other sources agree that this did not exist and criticise the conditions on this basis. Source 12 refers to the amount of meat eaten as a positive aspect of conditions and is supported in this view by Source 10 which says that 'extra articles of food' were brought into the workhouse. This was mentioned as a criticism of the workhouse, even though the food was not provided by the workhouse; however, it does support Source 12 in suggesting that the food supplied was better than what was implied in Source 11. Source 10 also supports the message of Source 12 when it refers to the 'unnecessary large fires.' Again this was intended as a criticism, possibly related to a lack of control, but can also be used to support the view of reasonable conditions. This again contrasts to Source 11 which implies overcrowded and poor conditions were the norm and thus completely contradicts the view of the 'palaces' outlined in Source 12. At some point in the answer, candidates are likely to refer to the fact that Source 12 was describing a workhouse that was in the North (compared to two that were located in London in Source 10 and Source 11) and that Source 12 was describing a workhouse at a period of time much later than the first two sources. They should therefore comment on the rather limited range of the sources and the fact that they reflect on individual visits rather than observations over a sustained period of time. They might also be aware that Charles Dickens was the author of <i>Oliver Twist</i>, although this is not essential to their understanding of the source.</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 about whether in the mid 19th century, paupers were well provided for in the workhouses.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the main reason for the introduction of the Poor Law Amendment Act. Candidates are likely to begin with an examination of Source 13 which supports the view in the question. It shows that as early as 1824, there were concerns about the costs that the systems of subsidising wages were giving rise to. Candidates are likely to use contextual knowledge to expand on how the existence of such systems contributed to rising costs and hence to the demands for changes to the system. Although Source 14 agrees that the basis of a desire to change the old Poor Law was rooted in problems with systems such as Speenhamland, it does not see this exclusively in terms of financial costs, but, more importantly, in terms of its impact on the condition and morale of the labouring population. Candidates are again likely to use their contextual knowledge to develop this line of argument, but need to focus this directly on the terms of the question and not simply describe the system. Source 15, the contemporary source, can be used to support either or both of these lines of argument, depending on how the candidate uses it. The reference to the costs could be used to support the financial line of argument. However, the fact that the men were earning money even when they did not work for it could be used to discuss the demoralising effects of the system on the labouring poor. Candidates might extend the arguments for factors other than cost even further by using their contextual own knowledge. They could, for example, discuss the impact of the French Revolution, the Swing Riots and the various thinkers who were arguing in favour of changes. Candidates are unlikely to address all of these issues in depth in the time available. They should therefore be credited for appropriate argument</p> <p>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 main reason for the introduction of the Poor Law Amendment Act 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 focus of the question is the role played by cholera in driving public health reform throughout the period 1830-75. It is important that candidates do engage with the notion of 'throughout' and make an attempt to cover the whole period, even if this is not entirely balanced. Candidates are likely to begin by using the arguments in Source 16 and Source 17 which discuss both the nature and role of cholera. Source 16 makes it clear that in spite of a lack of secure science, there was an understanding that poor conditions were responsible for its spread, whilst Source 17 makes the link between the problems cholera posed to the ruling classes and their desire to do something about it. Candidates are likely to use contextual knowledge to develop some elements of this argument within the period when cholera epidemics occurred. Source 18 argues that cholera was less significant in the latter part of the period as death rates fell. It suggests alternative explanations for public health reform, one of which can also be used prior to the 1850s. This factor is the role of individuals. The source mentions Chadwick for the period before 1854 and Simon for the period after 1854. Candidates could develop the contribution of these men from their contextual knowledge. It is possible to link Chadwick to Source 16. They might also examine the role of other individuals, perhaps most notably John Snow, as he can be linked to cholera and the decline in its significance. Source 18 also considers the nature of the different local authorities that were responsible for public health at the end of the period. Candidates might look at how this was tackled across the period. Candidates are unlikely to address all of these issues in depth in the time available. They should therefore be credited for appropriate argument which has some span across the entire period.</p> <p>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 role played by cholera in driving public health reform throughout the period 1830-75 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

