

Mark Scheme (Results)

Summer 2013

GCE History (6HI02)

Option B

British Political History in the 19th
Century

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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>

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3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

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.

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 both to support and challenge the claim in the question and indeed all three sources can potentially be used to point in both directions. Sources 1 and 3 are most likely to be used to directly support the claim in the question. Source 3 focuses on the threat and the potential use of violence by the political unions; this can be supported by reference to Source 1's examination of some specific examples of violent activity. It can also be countered by a reading of Source 2 at face value which suggests that the meeting at Newhall Hill was not as widely attended as had been publicised, and that those attending were not revolutionary in any event. It could be noted that Source 2 was a letter to the Duke of Wellington and in view of the date, just before Grey's resignation, candidates might read a range of different connotations into this; any valid argument should be credited. The sources might however be probed to reach alternative arguments. Sources 1 and 3 could be used to support an interpretation that the rioters were not serious in intent. Source 1 can be use to demonstrate this - revolutionaries were unlikely to give notice of their intentions. It might also be argued that the fact that there were a number of troops available would suggest that the disturbance could have been prevented had the authorities chosen to act. Candidates may well comment on the provenance of the source from a Tory MP to explain the extent to which he would have access to this information. Any valid conclusion that is drawn should be credited. In contrast to this view that it could have been controlled, are the numbers cited as being present at Newhall Hill in Source 2; even the lower end estimate could be seen to be too large to be controlled and therefore candidates might conclude that revolution was possible. All three sources are dated 1831-2 and candidates can be expected to comment on this information.</p> <p>Any valid conclusion that is drawn by candidates should be credited. 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 how close Britain was to revolution in the years 1831-2.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is why Chartism failed to achieve the six points of the People's Charter in the years 1838-48. Candidates are likely to begin by examining Source 4. This can be used to support the stated factor by showing a divided and therefore ineffective leadership. At face value it suggests that the fault for the divisions lay with O'Connor and his personal characteristics. On the other hand, the vitriolic nature of Lovett's attack suggests that the responsibility for the divisions can be attributed to him as well as O'Connor. By taking this contemporary view and developing the argument linked to contextual own knowledge, candidates can assess the significance of a divided leadership in Chartism's lack of success. They might also choose to develop their argument in a different direction by considering other key leaders beyond O'Connor and Lovett. Source 6 can be used to support the notion of a weak and ineffective leadership as a significant reason for failure as they can be regarded as being 'impotent' in the period to 1848. Candidates might well exemplify this impotence from their contextual own knowledge. Source 5, on the other hand, can be used to suggest that the role played by leadership must have been important as they came under attack through arrest and the influence of the leaders was clearly missed when they were in prison. Source 5's core line of argument could then be developed to provide an alternative explanation for Chartist failure - the role of the state in suppressing the movement. The source refers specifically to 1848, but candidates could extend this through their contextual own knowledge to explore other examples of the exercise of the power of the state e.g. the role of Napier, the suppression of the Newport Rising. A further explanation for Chartist failure is offered in Source 6 - the notion of an upturn in the economy which could be linked by candidates to an improvement in social conditions. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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 why Chartism failed to achieve the six points of the People's Charter in the years 1838-48, 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 extent to which corruption was responsible for the political reforms of the period 1872-85. There are a range of possible routes through this question and candidates should be given credit for any appropriate line of argument. The sources point to evidence linked to the four key pieces of parliamentary reform in this period, although only two are directly named. Candidates might begin by using Source 7 or Source 9, both of which offer support to the statement in the question. Source 7 suggests that even after the secret ballot was introduced in 1872 both violence and corruption continued. This line of argument is clearly supported by the first sentence of Source 9. Source 9 then continues to explain a range of ways in which corruption was pursued in Sandwich. Candidates might comment on the fact that only one constituency is being considered in this extract. By using their contextual own knowledge they might consider the wider reputation of the 1880 election for corruption. They might also use their contextual own knowledge to explore the nature of 'colourable employment' and other corrupt practices and how this led to reform. Source 8 can potentially be contrasted to the view of Sources 7 and 9 on the impact of the secret ballot. It takes a more positive view, arguing that it made the system 'more representative and democratic'. This could be taken to mean that corruption and violence was much reduced; although credit must be given for any valid point that is argued from this. Candidates are likely to explore these issues further on the basis of their own contextual knowledge. Source 8 suggests an alternative explanation for the parliamentary reform of this period - the political needs of the Liberal Party. They might legitimately point out that as a consequence of earlier legislation, the problems of corruption and intimidation had largely been addressed. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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 corruption was responsible for parliamentary reform in the period 1872-85 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 both to support and challenge the claim in the question. Candidates may start with an examination of Source 10. Written at the end of the 18th century, it offers support to the argument that a key reason for wanting to amend the old Poor Law was to improve the character of the poor through its analysis of the negative impact of the laws on the character of the 'poor'. Candidates may infer from the reference to the lowering of wages that the extract is discussing schemes like the roundsmen scheme referred to in Source 11.</p> <p>Candidates can be expected to note that both Sources 10 and 11 agree on the lowering of wages. However, they may determine that the general tone of the two sources is different when discussing its apparent impact on the poor and this may affect the way in which the argument is shaped to the focus of the question. Source 10 suggests that the poor made a conscious decision to behave in the way that has been described, whereas Source 11 possibly can be used to imply that the poor had little control over how they behaved, e.g. the reference to 'burden' and 'misery'. Candidates can explain this difference in approach by reference to the provenance of the two sources. The dating of Source 10 suggests that the issue has been of some concern for an extended period of time. Source 12 clearly presents an alternative explanation - namely the rising costs of the system. Candidates should be expected to note that as this references only one parish, it may not be typical. Sources 10 and 11 can also be used to support the view that it was costs that were the most significant factor; Source 10 refers to raised 'prices' and Source 11 explicitly states the amount of taxes paid. Beyond this, Source 11 also refers to the possibility of revolution - it could be inferred from this that change was needed to prevent this happening.</p> <p>It is unlikely that candidates will consider all of these issues and due credit should be awarded for the development of valid arguments. 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 the main reason for wanting to amend the old Poor Law.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the extent to which, under the New Poor Law, poor relief became centrally controlled and uniform. Candidates are likely to begin by an examination of Source 13 from which the focus of the question is derived. At face value it will be seen that it points to what was being planned under the Poor Law Amendment Act and candidates are likely to develop this line of argument on the basis of contextual own knowledge. Candidates may pick up that Source 13 is only really dealing with proposals and that the way such proposals actually worked out in practice might be viewed quite differently. They could link this point to the argument that is developed in Source 14 and go on to use this to challenge both elements of the statement. Source 14 points to issues with central direction. It refers to 'differences of opinion' between the central and local authorities and the references to 'poor administration' would suggest a lack of central control. The failure of Boards of Guardians to heed the suggestions of the central authority can be specifically exemplified by reference to the content and provenance of Source 15, where the central authority appeared to be in favour of making a grant but the local Board of Guardians did not support this proposal. It might be argued that this appears to contradict the proposal in Source 13 that central control will implement the principle of less eligibility. Candidates might develop these arguments further on the basis of their contextual own knowledge, possibly extending the argument beyond the 1840s. Candidates may develop the point made in Source 13 that central control will impose uniformity on the system. They can then challenge this on the basis of Source 14's argument that there is not uniformity in the way in which the system operates. There is a considerable range of evidence that could be derived from contextual own knowledge by candidates to demonstrate this lack of uniformity. Candidates may develop this line of argument by reference to the differences between the South and the North, to the differences between a system based on workhouses and the continuation of outdoor relief. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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, under the New Poor Law, poor relief became centrally controlled and uniform 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 reasons why there was an improvement in public health in the period 1830-75. Candidates are likely to begin with a consideration of Source 16, which arguably references two of the key 'exceptional individuals' of the period - Edwin Chadwick and John Simon. Candidates could develop Chadwick's 'brilliant' contribution and Simon's 'more conciliatory' contribution in a range of different ways on the basis of their contextual own knowledge. All valid lines of argument should be credited. Candidates are likely to draw on the evidence of Source 18 as part of this line of argument to exemplify Simon's contribution. They might refer to the provenance to discuss the official position he held. Candidates could also develop their line of argument concerning 'exceptional individuals' by considering and explaining on the basis of their contextual own knowledge the role of some of the other individuals involved in the public health movement, such as Snow or Bazalgette. However, Source 16 also contains some arguments that might be used directly to counter the view of the importance of individuals. It contains some criticism regarding Chadwick's character and candidates might pick up and further develop this line of argument. Source 16 also argues that Simon's achievements were in part secured because he worked with local authorities and this line of argument finds support in Source 17 and in Source 18. As this line of argument is a common thread in all three sources, it is to be expected that most candidates will make some reference to it. Source 17 also considers other factors, such as the role played by the state and the role played by other interested groups. Some candidates may link the former point to Source 16's references to the 1848 Public Health Act. Some candidates may include the latter point as support for 'exceptional individuals', seeing these groups as comprised of a number of individuals. All valid arguments should be credited appropriately. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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 why there was an improvement in public health in 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

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