

Mark Scheme (Results)

January 2012

GCE History (6HI02) Paper 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: 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> 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><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> 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><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> 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><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*



**AO2b (16 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-8</b>	<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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>9-12</b>	<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><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>13-16</b>	<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><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

### Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

### Unit 2 Assessment Grid

<b>Question Number</b>	<b>AO1a and b Marks</b>	<b>AO2a Marks</b>	<b>AO2b Marks</b>	<b>Total marks for question</b>
<b>Q (a)</b>	-	20	-	20
<b>Q (b) (i) or (ii)</b>	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

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

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>Candidates may well start by contrasting the negative impressions given of Haig in Sources 1 and 2 with the positive image depicted in the poem in Source 3. The claims made in Sources 1 and 2 that Haig was of limited intelligence and lacked imagination directly challenge the assertion in Source 3 that, 'We find in you the leader we need'. However, this apparent conflict can, at least in part, be reconciled by closer textual reading. The implication in source 1 that Haig was an impressive figure, if only from a distance, combined with the professionalism and courage noted by Lloyd George in Source 2, provides some support for the eulogy in Source 3. Those operating at higher levels will be able to reinforce the areas of agreement and explain points of conflict by examining the source attributions. It may be noted that both Hamilton Fyfe and Lloyd George had been in conflict with Haig and that their assessments were written at a time when the Field Marshal's reputation was increasingly coming under attack. Thus, more able candidates may have reservations about the reliability of Hamilton Fyfe's opinion. Haig had clearly met the war correspondents under duress ('much against Haig's will') and this, combined with his acknowledged shyness, would almost inevitably result in an unfavourable first impression being made. Those operating at the highest levels may also question the extent to which Hamilton Fyfe, given Haig's antipathy towards the press, would be in a position to make a balanced character assessment. Similarly, wartime rivalry may explain the jaundiced view adopted by Lloyd George in Source 2. By way of contrast, the more perceptive will mitigate some of the praise heaped on Haig in Source 3 by placing the source in context. Considering this is the celebration of an all too rare moment of victory in the dark days of attritional warfare, it may be thought that the praise is hardly fulsome. Whatever judgement is reached must be backed by appropriate evidence and the best will show some awareness of the subjective nature of the source material by taking account of the authors' knowledge of, and attitudes towards, Haig.</p>	20

Question Number	Indicative content	Mark
<b>1 (b) (i)</b>	<p>The question is focused on the impact of the Crimean War on the reputation of Lord Cardigan. The sources present the contrast between the private approbation and public acclamation that surrounded Cardigan in the years following the Charge of the Light Brigade. All three sources provide evidence to counter the contention in the question. Both Sources 4 and 5 refer to widespread rumours of cowardice, and although Massie dismisses these by reference to the failed libel case, he nonetheless confirms the impression given by Captain Seager of a commanding officer indifferent to the well-being of the men under his command. Even Dutton, in his hagiography of the senior command at Balaclava, admits that Cardigan's reputation is a poor one, being largely linked with 'minor failings in his private life'. From their own knowledge candidates should be able to extend this line of argument by examining the growing doubts about Cardigan's conduct that emerged in both the press and the glut of veterans' memoirs and which culminated in the Calthorpe libel trial of 1863. Some candidates may also note that Cardigan's reputation was at a low ebb before the outbreak of war in 1854 and that further revelations about professional incompetence and personal misconduct reinforced this jaundiced public image; even Queen Victoria, an admirer, refused to ratify the government's recommendation that he receive the Order of the Garter. The counter-argument is clearly articulated by Dutton in Source 6 and candidates should be able to exemplify further the nature and extent of the public acclamation that Cardigan received as the 'hero of Balaclava'; civic receptions, civil honours, military promotions, even the naming of items of clothing in his honour are all valid areas for inclusion. The more knowledgeable may also bolster this viewpoint by arguing that it was Lucan and Raglan who were made scapegoats for the debacle at Balaclava and that, to many, Cardigan had simply been courageously fulfilling his duty as a line commander despite serious personal reservations. From their own knowledge, candidates may note that, in a campaign singularly devoid of glory, Cardigan's dramatic if futile leadership of the Light Brigade provided the British public with a traditional heroic motif (the works of Tennyson and Russell will most likely be cited here). Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the tension that existed between the official and the unauthorised images of Cardigan in the aftermath of Balaclava, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
<b>1 (b)</b> <b>(ii)</b>	<p>The question is focused on the nature and impact of propaganda on the domestic front during the First World War. Candidates will probably start with DeGroot's assessment in Source 9, which firmly supports the contention in the question. Candidates should be able to use their own knowledge of the limitations of Wellington House and the government's ineffectual efforts to control the press to support the lack of direction and coordination in the management of propaganda highlighted by DeGroot. The more perceptive will be able to buttress this line of argument by cross-referencing with Sources 8 and 7, noting that even though both sources are promoting the role of propaganda they, nevertheless, are in agreement with DeGroot over the importance of the general public's inherent patriotism in the maintenance of morale. Indeed, to many, Higham's 'silent drums' may not seem so far removed from the picture painted by DeGroot. The counter-argument is presented in Sources 7 and 8. Both sources point to the galvanising effect of propaganda on the population, although the more perceptive may question the weight of the evidence. Higham, by dint of his wartime role and postwar occupation, is likely to promote the efficacy of propaganda and Robb only cites an isolated example to support his thesis. Nonetheless, from their own knowledge candidates should be able to explore the positive part played by propaganda in the maintenance of morale on the homefront. The impact of poster campaigns, cinema, atrocity stories. The work of relevant government agencies as well as an exploration of other factors that may have contributed are all valid areas for examination and responses should be rewarded according to the range and depth of the material deployed. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the nature, scope and effectiveness of propaganda on the homefront, with a sharp focus on agreement or disagreement with the given view.</p>	40

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

Question Number	Indicative content	Mark
<b>2 (a)</b>	<p>Candidates may well start with Alexander Webster in Source 11, who provides a damning summary of Mrs Fawcett's contribution to the women's movement. In particular, it is likely that the accusation that Fawcett's leadership had regressed the fortunes of the movement will be highlighted. Source 10 can be cross-referred with Source 11 on this point ('unfit to be a leader') and, thus, in combination they provide considerable support for the contention in the question. Mill in Source 10 also questions Fawcett's decision-making ('foolish conduct'), although this is directly refuted by Strachey's assertion of 'balanced judgement'. The counter-argument is clearly set out in Source 12 with Strachey referring to the 'great social movement she led to victory'. Higher performing candidates should, through close textual reading, be able to match some of the leadership attributes raised by Strachey with Mill's assessment in Source 10. Thus, Fawcett's tendency to see 'principles from one stand-point only', which for Mill smacks of obduracy, is glossed by Strachey in Source 12 to become 'quiet conviction' and a refusal to 'know when to give up'. Those performing at higher levels will also take into account the provenance of the sources when arriving at a judgement. Many candidates will note that Strachey and Webster come from opposing camps within the women's movement and the more perceptive will apply this knowledge to help assess the weight that should be attached to the evidence contained in the sources. In particular, it may be noted that Webster is writing at a crucial juncture in the militant campaign when conflict over tactics was at its height and feelings were running high. Similarly, the more perceptive may question Mill's judgement in Source 10, noting that not only was he writing early on in Fawcett's campaigning but also when he was clearly frustrated at her refusal to comply with his overall strategy. Candidates are expected to reach a judgement in respect of the question. Whatever judgement is reached should be backed by appropriate evidence, with the better candidates using both the content and nature of the sources in arriving at a verdict.</p>	20

Question Number	Indicative content	Mark
<b>2 (b) (i)</b>	<p>The focus of the question is on the work of Frances Mary Buss and the impact this had on education provision for girls in the second-half of the nineteenth century. Candidates may very well start with Source 15 from which the quotation in the question is derived. The references to the pioneering approach of Miss Buss and the establishment of the North London Collegiate School for Ladies should provide the more knowledgeable with a platform to explore the importance of her reforming work and the extent to which NLCS served as a model for other schools. Here, the curriculum, public examinations, links to the Girls' Public Day School Trust and access to higher education are all valid areas for discussion. In part, Source 13 can be used to support the image of Miss Buss as a pioneer, with her view that priority should be given to the education of girls flying in the face of the prevailing thinking of the time. However, closer textual reading should lead the more perceptive to recognise that Miss Buss, far from radically challenging dominant gender stereotypes, was instead working within and, to an extent, implicitly accepting the ideological constraints of the time. Her tacit acceptance that the domestic sphere was the preserve of women can be cross-referenced with her desire for conformity and adherence to 'traditional feminine qualities' in Source 14. The more knowledgeable will be aware that, as commercial enterprises, Miss Buss's schools could not afford to challenge the largely conservative views of middle-class parents. Indeed, those performing at higher levels will be able to use the last sentence of Source 14 to question the extent to which NLCS and schools like it had any impact on the education provision for daughters, dutiful or otherwise, from families which could not afford to pay fees. Thus, although it might be argued that scholarships allowed a few girls from poorer families to be admitted to NLCS and her sister school, Camden School, the more able will be aware that for the majority of the working-class access to such an education was firmly barred. Candidates who weigh the role of other factors in changing the educational scene for women on the basis of their contextual knowledge e.g. Education Acts, should be rewarded accordingly. 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 extent and limitations of the reforming work of Miss Buss in the field of education in the second half of the nineteenth century, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
<b>2 (b) (ii)</b>	<p>The question is focused on the reaction of the ILP/Labour Party to the suffrage campaign in the years before the First World War. Candidates may well start with Source 18 which counters the view presented in the question by highlighting the extent to which the Labour Party supported women's suffrage. From their own knowledge candidates should be able to develop the reference to Labour's 'stronger record' by citing their support for the Conciliation Bill in 1912 and the adoption of women's suffrage as part of the party programme. Higher level responses may well also examine the attitude of Labour leaders, in particular Arthur Henderson and Keir Hardie. The counterview is presented in Sources 16 and 17. The focus on class in Ramsay MacDonald's lambasting of militant suffragettism in Source 16, which can be cross-referenced with the ambivalence mentioned by Smith in Source 18 and the final sentence of Source 17, can be used to explore the conflict between the middle-class nature of the women's movement and the socialist principles of the Labour Party. The more knowledgeable will, however, be able to place the source in the context of MacDonald's pact with, and the WSPU's opposition to, the Liberal Party. Pugh, in Source 17, serves as a platform for an examination of the political practicalities that stood in the way of Labour support for the women's movement, such as the traditional views on gender roles held by many grass-roots members and the anti-feminist stance of the unions. Those with greater contextual knowledge will be able to extend this line of argument by noting that, as a consequence of the reactionary political beliefs of the poorer sections of the working-class, the Labour Party had only limited interest in adult suffrage generally. 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 extent and limits of the Labour Party's support for women's suffrage, with a sharp focus on agreement or disagreement with the given view.</p>	40





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