

Mark Scheme (Results)

Summer 2012

GCE History (6HI02/E)

Unit 2: British History Depth Studies

Option E: Britain in the Later

20th Century: Responding to Change

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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>

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>

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

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.

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

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%

E1 British Political History, 1945-90: Consensus and Conflict

Question Number	Indicative content	Mark
1 (a)	<p>All three sources can be used both to support and challenge the contention in the question. They all point to Callaghan's ability as a politician. Young, in source 1, and Healey, in Source 2, highlight Callaghan's consummate skill as a political operator in challenging times, while even the <i>Daily Telegraph</i> is prepared to admit that he revived Labour's fortunes. Indeed, although it is used as a negative label, the reference to the 'Winter of Discontent' in Source 3 should allow higher performing candidates to place the skills that are being forefronted in Sources 1 and 2 in some kind of political context. However, candidates should take into account the attributions of Sources 1 and 2 when weighing up the strength of the evidence they contain. The more able may suggest that Young's political sympathies, frequent dealings with Callaghan and use of the familiar 'Jim' all point to a certain partiality for his subject. Similarly, it may be noted that although Healey had opposed Callaghan in the leadership race he had, nonetheless, still been prepared to serve under him and, hence, may well be keen to rehabilitate the administration's record. All three sources can also be used to point to the shortcomings evident in Callaghan's premiership. Healey notes that Callaghan had only a 'fragile' hold on government and this can be cross-referred with Young's claim in Source 1 that he was forced into 'compromise and permanent negotiation'. These failings are then developed in Source 3. The more perceptive will be aware that the <i>Daily Telegraph</i> is abiding by the conventions of obituary writing by, superficially at least, moderating its criticisms of a political opponent. Thus, the revival of Labour's fortunes is superficial, the avuncular charm 'practised', any achievement always followed by a damning qualification. Careful consideration of the provenance and close textual reading should, therefore, present the more able with a clear indictment of Callaghan's performance as prime minister. Whatever judgement is reached should be backed by appropriate evidence and the best exploring not only the content of the sources but also their provenance and context.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the origins of the National Health Service. Candidates may well start with Source 4 which states categorically that the NHS was 'entirely' the result of Bevan's work. The assertion that Bevan's vision and industry shaped the NHS and overcame opposition can be cross-referred with the cartoon in Source 6 which shows doctors being cowed by a dominant Minister of Health. The more knowledgeable will be able to develop this line of argument by detailing the nature and extent of the opposition Bevan faced and the method by which he managed to overcome it. The two likely areas to feature will be the conflict with the BMA over terms and conditions of doctors and the clash with Morrison over the extent of centralisation. The counter argument is clearly presented in Source 5 which points towards a long-term shift in public attitudes to health provision as a key underlying factor. Dutton's insistence that the idea 'was not new' should serve as a platform for candidates to explore the importance of the Second World War, and especially the Beveridge Report, in establishing a cross-party acceptance for some form of national health provision as evidenced by the White Paper of 1944 in which plans for a comprehensive and free service were outlined. The cartoon in Source 6 can be used as evidence to support Source 5 (Bevan as a self-publicist) or Source 4 (Bevan as the central player). Whichever view is taken, those performing at higher levels will appreciate that as Minister of Health it is hardly surprising that Bevan should be the figure at the forefront of the public's consciousness on this issue. In evaluating the two conflicting stances presented in the source material, the best responses will appreciate that while there was a consensus over the principle that a national health service should be created, there was no agreement over the form it took. Thus, 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 nature of Bevan's contribution to both the establishment and form of the NHS, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the economic policies of the Conservative government in the years 1979-1983. Although the more perceptive will be aware of the importance of the qualification contained by the use of 'only', candidates may well still start with Source 7. The source points to an increasingly affluent Tory stronghold in the South-East and a gradual reduction in industrial unrest. This latter point can be cross-referred with the statistics on days lost to strikes in Source 8. Further triumphs, the reduction of the inflation rate and wage policies, are outlined by Howe in Source 9. However, the more perceptive may, in noting the subjective nature of the source, question the wider repercussions of the government's 'firmness' in pursuing these policy aims. From their own knowledge, candidates should be able to develop the themes raised in the three sources. In particular, the focus may fall on the government's success in balancing the books, although the more knowledgeable will appreciate the importance of North Sea Oil in this. All three sources can be used to present the counterview. They all point towards a dramatic increase in unemployment and concomitant decline in Britain's manufacturing base. Again from their own knowledge, candidates should be able to explore further some of the economic problems that beset the country during Thatcher's first government. However, those performing at higher levels will pick up on the regional inequalities alluded to in Sources 7 and recognise that, as many of the worst hit areas were Labour strongholds, this need not represent a failure for Thatcherism. Indeed, some may draw a similar conclusion about rising unemployment by noting Morgan's observation that it 'was no longer a political threat'. 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 aims and achievements of Thatcher's economic policies in the years 1979-83, with a sharp focus on agreement or disagreement with the given view.</p>	40

E2 Mass Media, Popular Culture and Social Change in Britain since 1945

Question Number	Indicative content	Mark
2 (a)	<p>Candidates may well start with Source 12 which, at least on the surface, appears to support the contention in the question by highlighting the benefits of social networking sites in maintaining or increasing friendship networks. Although many candidates may state that such a positive summation of the impact of the internet is hardly surprising coming from someone who has a stake in the industry, the more perceptive will be aware that Abrams is referring to the early days of social networking and recognise that implicit in the interview is the suggestion that his original aims may have become subverted as the phenomenon has developed. This reading can then be cross-referenced with both Sources 10 and 11, which are exploring the more recent impact of online communities. Although Professor Greenfield, in Source 11, appears initially to be pointing out the advantages of networking sites ('reassurance'), those performing at higher levels will appreciate that his evidence is, in fact, a warning about the tendency of users to disclose inappropriate personal information and ignore the importance of real-life friendships. Similarly, the Archbishop of Westminster's brief reference to the benefits of online 'communities' is more than outweighed by his concerns over their artificiality. Candidates accessing the higher levels will weigh up this evidence in the light of the source attributions. Thus, it may be argued that the Archbishop's views have been shaped by, or at least given voice as a result of, a high profile suicide. By contrast, Professor Greenfield's views may be seen as carrying greater weight both as a consequence of his qualifications and the context in which his views were sought. The best answers will concentrate on the extent of support on the basis of precisely selected evidence.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the role investigative journalists and the media have played in uncovering political scandal. Candidates will most likely start with Source 15 which unequivocally supports the contention in the question by asserting that it was <i>The Sunday Times</i> that first brought the 'cash for questions' scandal into the public arena. The more knowledgeable should be able to expand on the example cited in the source to illustrate just how central the <i>Guardian</i> was in pursuing Aitken and may also extend this line of argument by bringing in other examples, most probably that of Neil Hamilton. Sources 13 and 14 both focus on the furore surrounding the sinking of the <i>Belgrano</i>, one of the case-studies in the specification, and both can be used to support further the case for the contention in the question. Tam Dalyell, in Source 13, picks out the <i>Daily Mirror</i> for special mention, although the more perceptive may suggest that, bearing in mind the provenance, some selective editing of Dalyell's speech could well have taken place. Ponting, in Source 14, notes the print media's importance in maintaining pressure on Thatcher's government over the issue, with <i>The Sunday Times</i> and <i>Guardian</i> again receiving special mention. However, Source 14 can also be used to present the counter-view. Ponting makes clear that the press failed to uncover the scandal and it was left to him to bring the cover-up to light. Although higher performing candidates may point to the authorship of the source to question its reliability, Ponting's stance can be cross-referred to Source 13 where Dalyell, notwithstanding the more positive tone, does still limit the press impact to keeping the 'campaign moving'. From their own knowledge, candidates should be able to illustrate arguments for and against the contention using relevant exemplification, with marks being awarded according to the range and depth of material deployed. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the impact of investigative journalism, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the relationship between Rock'n'Roll music and authority. Candidates may well start with Jeremy Thorpe, in Source 17, whose insistence that the film <i>Rock Around the Clock</i> should be banned would appear to support the contention in the question. This can be cross-referred to Source 16 which explicitly states that 'Teddy Boys' disliked authority and were involved in fighting and vandalism. From their own knowledge, candidates could develop this line of argument by exploring contemporary concerns over such things as the influence of Elvis Presley. Those performing at higher levels will be able to place this public reaction firmly in the context of a strongly conformist and traditional 1950s Britain. Although, the existence of a 'generation gap' is now accepted as part of British culture, Christopher, in Source 16, highlights just how shocking this revelation was to post-war Britain. The counter-view is clearly presented in Source 18. Candidates should be able to appreciate the important distinction that is being drawn between rejecting conformity and rejecting society. The implication that acts of rebellion were limited in range and scope is supported in both Sources 16 and 17. Christopher (Source 16) notes that the violence was only occasional and that the idea that civilised society was under attack was a media construct. Equally, candidates may suggest that the list of misdemeanours outlined by Thorpe (Source 17) hardly seem to pose a serious threat to the status-quo; the more perceptive may support this line of argument by pointing to Thorpe's background to question how representative his views were. From their own knowledge, candidates should be able to place the sources in the wider context of a Britain in which young people were playing an increasingly important part in social and cultural life. 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 nature and extent of the challenge to existing authority posed by rock'n'roll music, with a sharp focus on agreement or disagreement with the given view.</p>	40

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