

# Mark Scheme (Results) Summer 2011

GCE History (6HI01/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.

## Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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 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 the simple statements. Material is unlikely to be developed very far.</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 will show some understanding of the focus of the question. They will, 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 accurate but it may lack depth and/or reference to the given factor.</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. 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>

<b>5</b>	<b>25-30</b>	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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*NB: The 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 1 Assessment Grid**

Question Number	AO1a and b Marks	Total marks for question
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</b>	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

## C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The focus of the question is on the reasons for the growth of the British Empire in the years c1680-1763 and an analysis, and judgement, of the role of war in the expansion. Answers may support the suggestion with reference to economic and territorial gains made from war. Candidates may refer to limited gains made during the wars with Louis XIV, the stimulus to expansion provided by the Treaty of Utrecht (1713) including the <i>asiento</i> and the territorial expansion achieved during the Seven Years War. However, candidates may also challenge the suggestion with reference to the role of trading companies, the specific role of the slave trade, the creation of settler colonies and government intervention, for example, the implementation of the Navigation Acts. A simple descriptive outline of the consequences of European wars and/or the expansion of the British Empire in the years c1680-1763 will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the gains through victory and/or other factors will access Level 3, though there may be passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the contribution of advantages gained through victory compared to other factors, such as trade, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into a overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The focus of the question is on the expansion of British trade during the years c1680-1763 and requires an analysis, and judgement, of the role of the slave trade in this growth. Answers may focus on the role of the slave trade with reference to the Atlantic economy, the <i>asiento</i>, the needs of the plantation economies and the requirements of British manufacturers and consumers. Candidates may challenge the suggestion with reference to other factors such as the growth of the North Atlantic/North American trade not contingent on slavery, the role of government intervention, such as the Navigation Acts, and/or geographical differences such as the importance of the development of the East India Company in Asia. At the higher Levels some candidates might suggest that the importance of the slave trade grew over time as profits from slavery outweighed profits from more 'legitimate' trade or mention that trade with Europe continued to dominate. A simple description of British trading activity and/or the growth of the slave trade will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address role of the slave trade and/or other influences, though there may be passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on the role of the slave trade as a factor in the expansion of trade and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of</p>	30



	factors or change over time to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.	
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**C2 Relations with the American Colonies and the War of Independence, c1740-89**

Question Number	Indicative content	Mark
<b>3</b>	<p>The focus of the question is on the relations between Britain and the American colonies in the years 1740-75 and the extent to which the desire for economic freedom was the main reason for the deterioration in relations.</p> <p>Answers may support the suggestion with reference to the reaction to British attempts to raise revenue to defend the colonies, to enforce the Navigation Acts and to control the colonial economy through import duties. However, candidates may also challenge the suggestion with reference to the colonists' desire for increased political independence, the need for the British to defend increases in territory and the determination of the British to maintain influence in the colonies. A simple descriptive outline of the deterioration of relations and/or the colonists responses to economic policies will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the desire for economic freedoms and/or other factors will access Level 3, though there may be passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the desire for economic freedoms compared to other factors, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into a overall judgement such as suggesting that the desire for economic freedoms was important but that the relative security gained through the Peace of Paris led to colonial desires for greater political independence as well.</p>	30

Question Number	Indicative content	Mark
<b>4</b>	<p>The focus of the question is on the reasons for the British failure in the War of Independence and the extent to which the territorial advantages of the American colonists were responsible for the failure. Answers may focus on the geographical advantages of the colonial army, including knowledge of terrain, the expanse of territory involved and the ability to supply and sustain the army, as compared to the difficulties of the British with their problems of supply and communication. Candidates may challenge the suggestion with reference to other factors such as the leadership skills of Washington and his commanders, the mistakes of the British leadership and the intervention of foreign powers such as France and Spain. A simple description of the territorial advantages and/or the course of the War will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the territorial advantages and/or other factors, though there may be passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on territorial advantage as a factor in the failure and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to</p>	30

	establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.	
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### C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

Question Number	Indicative content	Mark
5	<p>The focus of the question is on the expansion of the slave trade in the years c1760-1800 and the extent to which the expansion of the trade was influenced by the requirements of British consumers. Answers may focus on the expansion of British consumption of goods provided by the Atlantic slave economy such as sugar, rum and tobacco and its connection to the Triangular Trade. Some candidates may suggest that British consumers included British manufacturers as consumers of raw materials. Candidates may challenge the extent with reference to more important aspects of the Atlantic economy such as British manufacturers, British merchants, the self-sustaining requirements of the plantation economies, the requirements of North American settlers or rivalry with other European powers. A simple description of the expansion of the slave trade and/or the requirements of British consumers will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the requirements of British consumers and/or other factors, though there may be passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on the requirements of British consumers as a factor in the expansion of the slave trade and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The focus of the question is on the reasons why it took so long for abolitionists to achieve the abolition of slavery after the abolition of the slave trade. Answers may refer to the need to regenerate interest after the success of 1807, the gradual withdrawal of Wilberforce from the campaign, the need for new leaders to emerge, the reluctance of Parliament and the power of the pro-slavery lobby, including the West Indies plantation interests. A simple description of the campaign between 1807 and 1833 will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be passages of narrative or descriptive material or weakly developed supporting evidence. Level 4 answers will focus directly on the statement, considering a variety of reasons for success and begin to compare reasons, although balance is not necessary at this level. At Level 5 will be those who make some attempt to evaluate the reasons for survival, perhaps referring to the importance of one factor in relation to others or by considering a range of factors to establish a broadly balanced response. The best responses may evaluate or integrate reasons into an overall judgement.</p>	30

#### C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
<b>7</b>	<p>The focus of the question is on the power of the East India Company in India and the success of British government legislation in limiting its power. Answers may focus on the increasing intervention in Company power and concern with the abuse of power. Candidates may refer to the Regulating Act (1773), the India Act (1784), the Amending Act (1786) and the Charter Acts (1813 and 1833). Candidates may consider extent by reference to the difficulties in communication, the role of the governors-general and the real as opposed to the theoretical limitations on power. A simple description of the government legislation implemented and/or the relationship between the government and the East India Company will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the limitation of Company power, though there may be passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on the extent to which power was limited by reference to examples of success and failure, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
<b>8</b>	<p>The focus of the question is on the expansion of British influence over India in the years 1763-1835 and requires an analysis, and judgement, of the extent to which this was achieved through military force. Answers may focus on the successive military campaigns carried out throughout the period, such as the consequences of the Seven Years War, wars against the Maharratas and Mysore, the Revolutionary/Napoleonic Wars and the border campaigns of later years. Candidates may consider extent with reference to other factors such as the role of trade, revenue raising, missionary activity and co-operation with indigenous Indian Princes. A simple description of the expansion of British influence and/or the nature of military activity will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of military force and/or other factors, though there may be passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on military force as a factor in the expansion of influence and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

**C5 Commerce and Imperial Expansion, c1815-70**

Question Number	Indicative content	Mark
<b>9</b>	<p>The focus of the question is on the expansion of the British Empire in the years 1815-70 and the extent to which it was caused by industrialisation. Answers may support the suggestion with reference to the role of British merchants in supplying raw materials and providing markets for manufactured goods. Candidates may refer to specific suppliers and markets within the Empire such as those for cotton and tea. However, candidates may also challenge the suggestion with reference to strategic requirements, international prestige and the Pax Britannica. A simple descriptive outline of the role of industrialisation and/or the expansion of Empire will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the role of industrialisation and/or other factors will access Level 3, though there may be passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess industrialisation compared to other factors, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

Question Number	Indicative content	Mark
<b>10</b>	<p>The focus of the question is on the role of the Royal Navy in British imperial policy in the years 1815-70. Answers may focus on the role of the Royal Navy anti-slavery squadron with reference to the perceived moral importance of the role and the contribution to increasing British prestige. The accuracy of the statement may be challenged by reference to other roles with a moral dimension, such as the campaign against piracy or contrast the 'moral mission' with 'gunboat' diplomacy used in west Africa, east Africa and China. A simple description of the role of the Royal Navy in the years 1815-70 will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the accuracy of the suggestion, though there may be passages of narrative or weakly developed analysis. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	30

## C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The focus of the question is on British territorial expansion in Africa in the years 1875-1914 and requires an analysis, and judgement, on the role of economic factors in the expansion. Answers may support the suggestion with reference to Africa as a source of raw materials and mineral resources, the potential for future markets, 'gentlemanly capitalism', the growth of trading companies, the link between chartered companies and the British government and the need to protect the economic trading routes to India. However, candidates may also challenge the suggestion with reference to other factors such as strategic interests, international rivalries, the response of indigenous people and the role of men-on-the-spot. Some candidates may refer to metropolitan and peripheral influences. A simple descriptive outline of economic factors and/or British expansion in Africa in the years 1875-1914 will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the role of economic and/or other factors will access Level 3, though there may be passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of economic factors compared to other factors, such as international rivalry, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The focus of the question is on attitudes within Britain towards African expansion and the extent to which these attitudes became less positive in the years c1875-1914. The reference to attitudes within Britain allows candidates to discuss both popular and political attitudes and most candidates will probably refer to elements of both. However, candidates may focus exclusively on one or the other. Responses may focus on the extent to which initial popular enthusiasm and 'jingoistic' propaganda was undermined at various times, such as after the defeat at Isandhlwana (1879), but specifically during the Second Boer War. Many candidates will probably suggest that attitudes towards the African empire were never the same again after the War. Candidates may also refer to economic critics emerging at the end of the period, for example, Hobson. The accuracy of the statement may be challenged by the suggestion that there was continuous criticism throughout the period with references to colonies as 'millstones', Gladstone's reluctance to expand and the growth of radical criticism of Empire. Others might suggest that enthusiasm remained throughout the period despite difficulties in southern Africa. Examples which might be used include the support for British activity in Egypt, the ideology of Joseph Chamberlain and the continued pride in Empire despite the setbacks of the Second Boer War. A simple description of British attitudes towards expansion will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at</p>	30

	<p>Level 3 will begin to address the accuracy of the suggestion, though there may be passages of narrative or weakly developed analysis. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	
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**C7 Retreat from Empire: Decolonisation in Africa, c1957-81**

Question Number	Indicative content	Mark
<b>13</b>	<p>The focus of the question is on the decolonisation process in Africa in the years 1957-65 and requires an analysis of the significance of the Suez Crisis in the British decision to grant independence. Answers may focus on the role of the Suez Crisis with reference to the decline in British international prestige, the attitude of the Cold War powers to Empire, the effect of Nasser's actions on African nationalism and the response of the Conservative government. In order to assess the significance candidates may refer to other influences, such as the decision to grant independence to the Gold Coast in 1957, the activities of Mau Mau in Kenya, the economic situation in Britain and the failure of the Central African Federation. A simple descriptive outline of the consequences of the Suez Crisis and/or the process of decolonisation will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. At Level 3 will be those who begin to assess the significance Suez and/or other factors, though there may be passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess significance in comparison to other factors, although at this level balance is not required. At Level 5 there will be some attempt to address 'how significant', by presenting conflicting arguments or the relative significance of other factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
<b>14</b>	<p>The focus of the question is on the political consequences of the transition to independence in east and west Africa in the 1960s and 1970s. Candidates may refer to the increasing difficulties in Ghana, the civil war in Nigeria and the emergence of Idi Amin in Uganda. The accuracy of the statement may be challenged by reference to states in which nationalist governments established relatively stable political conditions such as Tanzania or may refer to economic instability as well as political instability. Candidates may refer to different geographical areas or change over time. A simple description of political events in west and east Africa after independence will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the accuracy of the suggestion, though there may be passages of narrative or weakly developed analysis. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	30

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