

Mark Scheme (Results)

Summer 2014

GCE History (6HI02/E)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2014

Publications Code US039089

All the material in this publication is copyright

© Pearson Education Ltd 2014

## 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>
---	-------	---

*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)

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><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>
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><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>
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 both 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>
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><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.*

### 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
<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>

#### 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.

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

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>Those operating at the lower levels of achievement will treat the sources at surface value and contrast the remarks of two admirers with those of a political enemy. There may be some cross-referencing to support this line. In Source 1, Sergeant admits to liking Thatcher, Healey, in Source 3 is more critical. In Source 2, Lawson claims Thatcher possessed 'unshakeable convictions', while Healey points to her capricious nature, suggesting any conviction depended on her 'current state of mind'. However, there are many areas of reconciliation and many candidates are likely to identify these. Although both Sources 1 and 2 see more that is good than bad in Margaret Thatcher, they do nonetheless both contain many of the same criticisms that Healey in Source 3 makes. Thus, both recognise, as does Healey that Thatcher became increasingly domineering in her later years as prime minister and alienated supporters. Both also agree with Source 3 on some of her negative character traits ('bossy' Source 1; 'authoritarian and unbearably bossy', Source 2; 'arrogance' Source 3). The more perceptive may also draw further similarities through closer textual reading. Thatcher's strong personality is noted by both Source 1 and 2, although both put a positive slant on this by seeing her, respectively, as a 'towering figure' and as a 'dominant prime minister', and this strength of character is evident in the passion with which Healey attacks his former political rival.</p> <p>Those operating at the higher levels will be able to account for the differing assessments in the sources by an examination of the source attributions. Lawson and Healey come from opposite sides of the political divide, and many may suggest that their agreement about Thatcher's decline in her final years can be explained by the former's resignation in 1989. Sergeant's assessment, by contrast, has less to do with party politics and more to do with journalistic copy. His fondness for Mrs Thatcher may, the more perceptive will suggest, be based on the fact that she was good for business. Candidates considering such issues with specific reference to the content of the sources can achieve Level 3. Responses which reach a judgement reasoned through a careful consideration of the evidence can achieve Level 4.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the policies of the Labour governments in the years 1945 to 1951. Candidates may well start with Source 4 which presents the case against the contention in the question. The claim that the welfare state 'represented the most effective single campaign' against poverty can be used as a platform for an examination of the welfare reform introduced in this period. The National Health Service Act (1946), the National Insurance Act (1946) and the National Assistance Act (1948) are likely to feature. From their own knowledge, candidates may also explore such areas as housing, education, and food production (the Agriculture Act (1947) arguing that increases and improvements led to a substantial rise in the general standard of living. Candidates should be rewarded according to the range and depth of the material deployed. Those performing at higher levels will however use a closer reading of the text to present the counter-view. Thus, it will be noted that Pugh is referring to poverty not austerity. This line of argument can then be supported by Sources 5 and 6. The commodities being axed in Source 6 (tobacco, petrol, films) and singled out in source 5 as unnecessary (new radios, furniture, holidays and houses) can be viewed as luxuries, although some may take issue with housing. The emphasis on 'national needs' in Source 5 and the <i>Daily Mail's</i> depiction of Hugh Dalton should serve as a platform for the more knowledgeable to detail the austerity measures introduced from 1948 onwards. Candidates may refer to Cripp's budgetary restraints to ensure that the focus of production was for the export market, to the rationing of petrol and taxes on beer to develop the theme of austerity. Details of the various controls imposed by the government should be rewarded according to range and relevance. Some candidates may argue that by the end of the period in question some relaxation had resulted in improved conditions, with, for example, the Board of Trade under Harold Wilson gradually removing items from rationing. Whatever line of argument is taken, achievement in higher level responses will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the nature and impact of government policy on the standard of living in this period, with a sharp focus on agreement or disagreement with the view.</p>	40

Question Number	Indicative content	Mark
<b>1 (b) (ii)</b>	<p>The question is focused on James Callaghan's tenure as Prime Minister. Candidates may well start with Marr's assessment in Source 7 which sets out clearly the case in favour of the contention in the question. The references to economic problems and difficulties with the unions can be used by the more knowledgeable to explore further the failure of Callaghan and his government to deal effectively with the mounting crises of the mid to late 1970s which culminated in the 'Winter of Discontent' of 1978/79. Those with greater contextual knowledge may also argue that Callaghan undermined Labour's chances of success by delaying the date of the election. Closer reading of Source 7 may, however, lead the more perceptive to qualify the extent to which Callaghan was a failure. The use of the word 'associated' hints at the possibility of underlying successes and these are indicated in Sources 8 and 9. Both Sources 8 and 9 note that Callaghan was a steadying influence during turbulent times. The more able may suggest that any praise coming from Source 8, a political rival of Callaghan, should be taken seriously. Source 9 also points out a number of other achievements in dealing with inflation and the unions. Candidates may develop these lines of argument with their own knowledge. Callaghan's decisions to go to the IMF, to cut government spending and to sanction the sale of government shares in BP are all likely to feature. They may refer to the new income brought in by north sea oil and the positive impact this had on the balance of payments. Those with greater contextual knowledge may also note Callaghan's political skill in negotiating a pact with the Liberals during this period. However, others may agree with Marr and argue that the reform programme came too late and merely antagonised the unions, an eventuality he failed to anticipate. 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 successes and failures of Callaghan as prime minister, with a sharp focus on agreement or disagreement with the view.</p>	40

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

Question Number	Indicative content	Mark
<b>2 (a)</b>	<p>All three sources can be used to support the contention in the question. All acknowledge the fact that rioters could not only use social media to contact each other but that this method of communication had the additional advantage of secrecy: (Source 10, 'level of privacy'; Source 11, 'closed network'; Source 12, 'securely'). However, the sources can be used to argue against the stated view. Both Sources 10 and 11 disagree with the contention and that even Cameron in Source 11 is prepared to qualify his concerns by accepting that some good comes from open communication networks. In combination, Sources 10 and 12 present a strong case in defence of social media. Pullen in source 12 notes that only a 'criminal minority' use social media to organise violence and this can be cross-referred to Fort in Source 10 who notes that less than half of teenagers own BlackBerries, not all of whom are, one would be safe to presume, criminals. Both also argue that social media are not the cause of violence, with Fort extending her defence by pointing out the role played by networking sites in apprehending rioters. At the higher levels, candidates will consider the attributes of the sources. They may take note of the date in the provenance of Source 11 and may well argue that the prime minister's criticism of the social media as something that can be 'used for ill' is to be expected whilst his acceptance of the benefits of social media, coming in the immediate wake of the riots, should be seen as a significant concession. In considering the provenance of Sources 10 and 12 candidates may argue that both authors have a professional interest in defending social networking and that their opinions need to be treated with caution. At the very highest levels all three sources will be placed in the context of the heightened public sensitivity that would inevitably follow such a spate of mass civil unrest. Candidates considering such issues with specific reference to the content of the sources can achieve Level 3. Responses which reach a judgement reasoned through a careful consideration of the evidence can achieve Level 4.</p>	20

Question Number	Indicative content	Mark
<b>2 (b) (i)</b>	<p>The question is focused on the BBC's handling of the controversy surrounding the Iraq Dossier and the death of Dr David Kelly in 2003. Candidates may well start with Source 13 which presents evidence in support of the contention in the question. Bland admits that BBC journalist Andrew Gilligan had made a serious error in his initial broadcast and that the BBC then compounded this error by attempting to defend 'the indefensible'. Although both Sources 14 and 15 argue the case for the counter-argument, close reading of the text does present some corroboration of Source 13's stance that the BBC 'was at the centre of a storm that it had itself created'. Both note that the government's communications director, Alastair Campbell, attacked the BBC and the more able will infer that, for this attack to have successfully acted as a decoy, it must have had some foundation in fact. However, for the most part, Sources 14 and 15 present the counter-view. Davies in Source 14 notes that the Campbell criticism was simply a decoy from the true story about Weapons of Mass Destruction and this line is echoed by Dyke in Source 15 who explicitly asserts that the BBC was correct to do what it did. From their own knowledge, candidates should be able to use the sources as a platform to develop the arguments both for and against the contention in the question. There should be an awareness shown of the general content of Gilligan's initial report on the Iraq Dossier, and in particular his claim that the government knew that some of the information it contained was incorrect. Candidates should also be able to display an understanding of how the controversy subsequently unfolded, with the BBC initially defending and subsequently dismissing Gilligan. They may develop knowledge of the consequences of the exposure of Gilligan's source, Dr David Kelly, which resulted in Kelly's appearance in front of a televised Committee enquiry and later led to his suicide. Credit should be given according to the range, depth and relevance of the material deployed.</p> <p>Whatever line of argument is followed, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the BBC's handling of the controversy surrounding the Iraq Dossier and the death of Dr David Kelly, 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 impact of the Beatles on popular culture in the 1960s. Candidates may well start with Source 18 which provides plenty of evidence of the group's cultural influence in the 1960s.</p> <p>Candidates should be able to use their own knowledge to exemplify further the popular support the band enjoyed. Those with greater depth to their knowledge will be able to pick up on the reference to <i>Sergeant Pepper's Lonely Hearts Club Band</i> to explore in more depth the Beatles' crossover into 'serious' music and their widening involvement in political and cultural movements of the time. Both Sources 16 and 17 can be used to buttress further this line of argument. Source 17 notes the widespread press coverage the group enjoyed and evidence of this comes in from Source 16, Johnson's article in the <i>New Statesmen</i>, not a journal one would normally expect to devote a great deal of attention to popular music. Indeed, the more perceptive may suggest that the strength of Source 16's attack provides some indication of the <i>Beatles'</i> popularity. However, all three sources can also be used to present the counter-view. Source 17 suggests that the supposed universality of the Beatles' popularity has more to do with nostalgia than reality and his claim that the more radical the group became the more they alienated the public is supported in the last line of Source 18. Indeed, to differing degrees, all three sources point out that by no means everyone was won over by the group's 'charm and cheek'. Candidates should be able to use their own knowledge to develop this viewpoint. The essentially conservative nature of 1960s Britain, the group's departure from mainstream music and culture in the late 1960s and the scandals surrounding drugs and claims about being 'more popular than Jesus' are all valid areas for discussion. Candidates should be rewarded according to range and depth of material deployed.</p> <p>Whatever line of argument is followed, 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 of the Beatles' popularity and influence in the 1960s, with a sharp focus on agreement or disagreement with the given view.</p>	40

