

Mark Scheme (Results) Summer 2010

GCE

GCE History 6HI03/B

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Summer 2010

Publications Code UA024095

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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 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack 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> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>

3	13-18	<p>Candidates' answers will be broadly analytical and will 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 in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</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, with some evaluation of argument. 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>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 a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>

5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</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.

Section B

Target: A01a and A01b (7% - 16 marks) A02b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

A01a and A01b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack 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> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</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 and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>

5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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Note on Descriptors Relating to Communication

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AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</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	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</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: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

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Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>This question addresses the dramatic events of 1793 in France, with the new Republic at war with much of Europe and the Parisian Government facing widespread internal rebellion and foreign invasion. To illustrate the 'scale' of the problems look for reference to the Vendée rebellion in four departments, the loss of Toulon to the British, the risings in Lyons and Marseilles, the disaffection throughout Provence and in Bordeaux, the Austrian invasion of the North etc. By December Marseilles, Lyon and Toulon had been recaptured and the rebels in the Vendée crushed. At Level 2 and below a descriptive approach to one or more of these issues is likely to be adopted. At Level 3 a case will be made either arguing for or against the proposition. The answer is likely to be unbalanced with probably a heavy emphasis on agreement with the proposition. At Level 4 there should be a real debate with the evidence for support of the proposition set against the argument that the opposition that the Jacobins faced was localised and divided and the foreign enemies seemingly incapable of rapid movement or cooperation. At this level and above there may be references to the considerable regional divisions within France and primacy of Paris, whose control was a vital asset for the Jacobins. At Level 5, look for a balanced response, which assesses the scale of the challenge and the magnitude of the achievement.</p>	30

Question Number	Indicative content	Mark
2	<p>This question clearly addresses the political nature of the restored Bourbon Monarchy and candidates may range freely in making their case over the whole 15 years. At Level 2 and below this is likely to be a narrative of events. At Level 3 and above there should be some analysis of the Charter and its constitutional provisions. On the one hand an elected chamber, religious toleration, a free press and most of the basic liberties of the Revolution were enshrined, but on the other, wide executive powers were left to the monarch who appointed the government and had issued the Charter as an act of grace. At Level 4 and above the application of the Charter to the conduct of political life under Louis XVIII and possibly Charles X will be analysed and a debate offered. Candidates who limit themselves to 1815-24 may gain access to this level. It will be possible to argue for and against and it might be maintained that the Charter was ambiguous and the events of 1830 arose from this ambiguity.</p>	30

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
3	<p>This question addresses the mixed impact that the French Revolution had on the reform movement in Britain. On the one hand look for comment on the ways it revived and stimulated reform sentiment with the enthusiastic reception the fall of the Bastille produced in such politicians as Fox or young intellectuals like the poet Wordsworth. Candidates are likely to be aware of the growth in reform organisations - the Society for Constitutional Information, revived in 1791, the launching of the Corresponding Society in January 1792 and the formation of the aristocratic Friends of the People in April of that year. Links were established by the Corresponding Society with groups in Manchester, Stockport, Norwich and Sheffield by 1793 and with the French Convention. There was a growth in pamphlets and reformist literature. On the other side, Burke produced his counter-blast and many erstwhile sympathisers with reform, from the Prime Minister down abandoned it, particularly as events in France became more bloody. Look for comment on popular patriotic responses, like the attack on Priestley's house and the impact of repression as the War developed. At Levels 1 and 2 simple or more developed statements about events will provide either only implicit argument or argument based on insufficient, or imprecise, evidence. At L3, students should provide some sustained analysis, but the detail may be hazy in places or the answer chronologically skewed and or unbalanced in arguing the case. At L4, there will be sustained analysis about impact with awareness of the French Revolution as both a stimulus and obstacle. At L5 evaluative debate will be central in an answer which will be well informed, with well-selected information.</p>	30

Question Number	Indicative content	Mark
4	<p>This question targets the well-worn debate on the changing nature of Lord Liverpool's long-lived administration. Candidates are likely to be aware of the promotion of such key figures as Peel, Robinson and Huskisson and the return of Canning in place of Castlereagh and the retirement of Sidmouth. Responses are likely to set the repression and lack of reform pre-1822 against the spate of reforms in the 1820s. The better responses will however be aware of the considerable continuity in personnel and basic approach and the significance of changing economic conditions and style of presentation, associated with Canning. The limitations as far as reform goes in the 1820s will also be addressed at the higher levels. At Levels 1 and 2 simple or more developed statements will provide either only implicit argument on 'a significant change' or argument based on insufficient, or imprecise, evidence. At L3, students should provide some sustained analysis related to the key phrase but the detail may be hazy in places and/or more on one side of the proposition than the other. Answers may, for example, be relatively weak on the situation before 1822. At L4, there will be sustained analysis about reform in the 1820s with some attempt to reach a reasoned judgment on its relative importance and limitations. Both economic and political factors are likely to be discussed. At L5, 'to what extent' will be central in an answer which will be well informed, draw on well-selected information from both economic and political developments as well as changes in key personnel and will sustain a relevant evaluation.</p>	30

Section B

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>This question targets the reasons for the downfall of the monarchy in the second revolution of August 1792. Source 1 offers the perspective which the question invites candidates to assess, i.e. a focus on the deteriorating economic situation. Candidates should appreciate the complex interaction of several factors here, many produced by political developments. Candidates may of course supplement the list with knowledge of the inflation produced by the over-printing of assignats. Source 2 gives a different emphasis with its references to the political unreliability of the King and Queen and candidates should be able to contextualise the reference to Varennes and tensions with Austria, with whom the French were at war since April. Source 3 points up the growing republican movement in 1792 and in particular draws attention to the role of the Jacobin Club as a centre of agitation. Candidates are likely to be able to develop this with reference to leading Jacobins such as Robespierre and the fracturing of the reformist consensus. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed. At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one-sided case supporting the proposition that it was the worsening economic conditions which provided the fruitful soil for the second revolution, referred to in Source 1. At Level 4 there should be a real debate about the causes of the downfall of the monarchy, showing a real awareness of the different perspectives of the three sources, which will be expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both sources and considerable own knowledge. The latter is likely to be deployed in making a case about the personalities of the royal family, expanding upon the economic situation alluded to in Source 1 and assessing the role of the Parisian Sections and radicals referred to in Source 3.</p>	40

Question Number	Indicative content	Mark
6	<p>This question targets the reasons for the downfall of the Napoleonic Empire in the years 1812-15. Source 4 offers the perspective which the question invites candidates to assess, i.e. the importance of cooperation between the European powers, encouraged and brokered by Castlereagh. It also makes the key point that Napoleon contributed to this through his intransigence. Candidates will doubtless develop these points using their own knowledge of the events of 1813-14 and the importance of Austria's joining of the coalition. Source 5 points up the importance of Napoleon's personal decline as well as key military factors. The second paragraph of Source 5 is possibly the more interesting and controversial with its concern with ideas and the notion that Napoleon was no longer at the ideological cutting edge of Europe. Some candidates may cross reference this with the ending of divisions amongst his enemies, of which so much is made in Source 4. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed. At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one-sided case supporting the proposition possibly including development of Napoleon's failure to compromise in 1813. Others may emphasise that it was the personal decline of Napoleon, with due reference to his many errors, his clear military deficiencies in his reliance more and more on heavy barrages and mass assaults and its impact, or stressing the primacy of the British hold on trade and the seas. At Level 4 there should be a real debate about the causes of the downfall of Napoleon, showing a real awareness of the different perspectives of the two sources, which will be expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both sources and considerable own knowledge. The latter is likely to be deployed in developing some of the many points referred to in Source 5 as alternative explanations.</p>	40

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
7	All three sources present different perspectives on the 'Massacre'. Source 8 offers a clearly contradictory line to the proposition in the question. There is no hint that it arose as an accident or contrary to Government policy and the reference to the massive protests in London indicate that it was regarded as being of great significance. This can in part be substantiated by reference to Source 7 and the opening observation that it was long remembered but of course this is referring to Manchester, the site of the 'Massacre'. The rest of Source 7 can be used to confirm the notion that it was essentially a local event, undesired by the Ministry in London. The events surrounding the 'Massacre' can of course be filled out with own knowledge. Candidates may pick up on the inferences to be drawn from Read's title. Source 6 clearly contradicts Source 8 and can be used essentially to confirm the view of Source 7 as far as the responsibility of the government in London was concerned. It goes further in referring to the lack of political fallout for the government but here candidates may bring in own knowledge of the limited nature of the political nation in this period, hence the very nature of the demonstration that led to Peterloo. At L1/2 most candidates will see differences in the arguments produced by the sources. At L3 a clear, if perhaps over-simple, conclusion will be reached and the sources will be both comprehended and used with some confidence. At L4, there should be an attempt to discuss both significance and responsibility within an analytical framework; at L5 candidates will debate the proposition (commenting on both issues in the proposition and reach reasoned judgments informed by precisely selected evidence from both sources and own knowledge.	40

Question Number	Indicative content	Mark
8	It is Source 9 which provides this proposition, and some support for it, although it might be noted that it suggests some caveats namely the effects of depression. Source 10 might be cross referenced with it and the conclusion reached that it clearly contradicts the proposition. Points about diet and housing might be developed through own knowledge, for example, by reference to diet in the eighteenth century and whether proximity to source was advantageous or merely produced a monotonous diet. As with Source 11, the author of Source 9 does make some positive points. Source 10 clearly stands in sharp contrast to the other two, with a passionate passage bemoaning the sufferings of the countryside in the period and laying emphasis on deprivation compared with changing opportunities in the urban environment. Candidates at Level 3 and above will of course appreciate that Source 10 is specifically referring to the rural world and therefore does not necessarily contradict the claim of Sources 10 and 11. Candidates' own knowledge on living standards - with emphasis on both the negative and positive - needs to be added and good candidates should possess knowledge about both and the difficulties of generalising from the evidence available on certain issues. At L1/2 most candidates will see differences and similarities in the arguments produced by the sources. At L3 a clear, if perhaps over simple, conclusion will be reached and the sources will be both comprehended and used with some confidence. At L4, there should be an attempt to debate the proposition within the broad framework suggested by all the sources. At L5 candidates will debate the proposition and reach reasoned judgments informed by precisely selected evidence from both sources and own knowledge.	40

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