

Mark Scheme (Results)

January 2009

GCE

GCE History (6HI01) Paper C

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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth Mid Level 1: 3-4 marks As per descriptor. High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth Mid Level 2: 9-10 marks As per descriptor. High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
3	13-18	<p>Candidates' answers will attempt analysis and 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 mostly be accurate but it may</p>

		<p>lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
5	25-30	<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>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range/depth</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is</p>

		<p>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
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

6HI01C - Mark Scheme
The British Empire: Colonisation and Decolonisation

C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the impact of the Navigation Acts on the growth of the British Empire. Candidates should consider the impact of the Navigation Acts with possible reference to trade and the establishment of trading companies and trading outposts in this period. They might also profitably focus on the role played by government as well as the actions of early settlers. The claim that the Navigation Acts were the 'main reason' gives the candidates an opportunity to counter argue. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for the growth of the British Empire, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of the Navigation Acts and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' 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
2	<p>The question is focused on the impact of wars on British imperial power. In answering the question candidates may consider some of the following conflicts: the War of Jenkins' Ear, the War of Austrian Succession and the Seven Years War. Candidates may focus on the impact of the wars on naval development and the capture and retention of territory. Candidates might profitably explore the relationship between war, economic rivalry and the acquisition of overseas bases like Gibraltar. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the emergence of Britain as an imperial power but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the relative significance of the wars but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how important', by considering a range of issues 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

**C2 Relations with the American Colonies and the War of Independence,
c1740-89**

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the changing relationship between Britain and her American colonies in the years 1763 to 1775. At the heart of the candidates' responses may show an understanding of the role of the taxation in the deterioration of the relationships, by reference to significance of the impact of the Seven Years War and the Treaty of Paris and Britain's attempts to offset the costs of the war by imposing taxes and tariffs on the colonists. Candidates might profitably refer to the issue of lack of representation as well as the spread of 'republicanism' and the impact of Locke's 'social contract'. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for the deterioration of the relationship, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the British government's initiatives as well as other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', 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
4	<p>The question is focused on the effects of the War of Independence in Britain and specifically on British politics. Candidates may consider the impact of defeat in Britain with reference to the instability in government and the rapid succession of governments, the fall of Lord North and the emergence of Pitt the Younger. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the instability in both countries and the impact of the war on British politics, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to weigh the relative instability in parts and consider the significance of the war for British politics but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how significant' by considering the relative instability of Britain and America in a broadly balanced response and the nature of the impact of the war on British politics. The best responses will weigh the issues, coming to an overall judgement.</p>	30

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 reasons for the rapid growth in the slave trade. Candidates should show an understanding of the importance of the Atlantic trade. They are also expected to show the extent to which the economies of British North America and the West Indies relied heavily on the slave trade. Some candidates may profitably argue that, given the integrated nature of the Atlantic trade, rapid growth was due to the requirements of not only the colonial economies but that of the 'Mother Country'. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for growth of the slave trade, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to weigh the requirements of British and colonial economies, consider the requirements of the colonial economies and other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' 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 question is focused on the reasons for the abolition of slavery in the British Empire in 1833. Candidates could focus on the Jamaican slave revolt of 1831 and its impact on opinion and debate over the possible abolition of slavery. Candidates should balance the impact of the Jamaican slave revolt of 1831 against other factors including the role of individuals and the campaigns of religious groups and economic considerations. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for abolition, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of the Jamaican slave revolt and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how significant' 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

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the reasons for the consolidation of British power in India. Candidates should explain how military success against the French and Indian rulers was a contributory factor in the consolidation of British rule. However, candidates might argue that consolidation of rule came from the reforms of Hastings and Cornwallis and, more contentiously, the actions of the British government such as Pitt's India Act of 1784. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for consolidation of power, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of military success and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', 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
8	<p>The question is focused on the attempts of the British in India to change Indian traditions and beliefs. Candidates may consider the attempt of Bentinck's administration to reform traditions including the abolition of thuggee and suttee. They might consider the role played by evangelical groups and individuals in campaigning for change. Candidates might evaluate the success of British missionary groups in promoting reform. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reformation of traditions but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent to which the British were successful in reforming customs but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what 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
9	<p>The question is focused on the reasons for British imperial expansion between 1815 and 1870. Candidates should show an understanding of the importance of parts of the empire as markets for British goods, such as India as a market for cottons. However, they may also consider the importance of the control of raw materials in driving imperial expansion as well as Britain's naval supremacy which, whilst not driving imperial expansion, made it possible. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address British imperial expansion but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the search for new markets in the context of other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', 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
10	<p>The question is focused on the important distinction between actual political control and extensive informal influence. Candidates should explain the growth of formal empire such as in India in the years in question. However, candidates may also outline the growth of informal Empire, encouraged by the protection and expansion of trade in areas including China. The higher level candidates will be able to identify how imperial policy was driven by a quest for both and that circumstances often dictated whether the acquisition of territory was formal (as with Hong Kong in 1842) or informal (as with Shanghai). Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the drive behind British imperial policy, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider which was more significant, but 'informal' and 'formal' Empire will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering both factors in a broadly balanced response. The best candidates will attempt to evaluate both before coming to an 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 the extension of British control in Egypt and east Africa. Candidates could show an understanding of the reasons for intervention in Egypt in 1882, in the Sudan in the 1880s and 1890s and in East Africa. Apart from the desire to limit the territorial ambitions of France, Germany and Italy, candidates could consider the emergence of Arab nationalism, the importance of the Suez Canal and the decline of the Ottoman Empire. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for extension of British control but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the determination to limit the expansion of rivals and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'to what 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
12	<p>The focus of this question is on the changes in British attitudes towards Empire. Candidates should focus on the impact of the Second Boer War on attitudes towards Empire; possibly referring to the reaction to revelations about concentration camps and the treatment of Chinese labour, which had such an effect on Liberal imperialism. However, candidates could weigh this against the response to the relief of Mafeking and the widespread support for imperialism, most noticeably amongst the middle classes, which preceded and survived the Second Boer War. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the central issue of changes in British attitudes but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of the Second Boer War and the extent of change and continuity but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering change and continuity in a balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
13	<p>The focus of the question is on the reasons for the granting of independence to former British colonies in Africa in the late 1950s and early 1960s. Candidates should show a clear understanding of the extent of Britain's economic weakness and the impact that it had on imperial policy. They may also explore the role played by the United States of America and individuals, including Harold Macmillan. Although they do not need to know the details of the crisis, candidates might show an awareness of the impact of the Suez Crisis. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the granting of independence but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of Britain's economic weaknesses and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', 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
14	<p>The question is focused on the continuance of white minority rule in Southern Rhodesia in the years to 1980. Candidates should consider the support given by South Africa to the government of Southern Rhodesia. Candidates could also consider the role played by successive British governments and the stance taken by a number of foreign governments, including that of the United States of America and Portugal. They might also examine the relative strength of the Patriotic Front. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the persistence of white minority rule but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of South Africa and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' 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