

Mark Scheme (Results)

January 2012

GCE History (6HI02) Paper B

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

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

AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p>

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

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b) (i) or (ii)	24	-	16	40
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

B1 Britain, 1830-85: Representation and Reform

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Both Sources 1 and 3 refer to the over-representation of certain parts of the country although their perception of this situation is clearly different. Source 1 benefits from the system whereas Source 3 refers to it as an 'evil' that is part of the greater range of problems linked to the unreformed system and is thus far more critical of the existing situation than Source 1. Candidates can be expected to explain this difference in light of the attribution of the two sources – Source 1 is an MP who benefits from the system and Source 3 is from a speech that is introducing proposed changes to the system. Candidates might further note the additional criticisms made by Russell about the nature of the unreformed system and comment appropriately on these. In contrast, Source 2 clearly implies that there was no need for reform on the basis that all the key interests were represented in the system, and that this was what was important, even if (as indicated in Sources 1 and 3) this does not represent large numbers of the population. This could however be challenged using the evidence of Source 1 from which it can be inferred that the author does not actually represent the interests of the people at all but only his own interests. Candidates could contrast the views of two men who are both MPs but who have different perceptions; such differences might be explained by the audience whom they are addressing. Candidates can therefore consider the sources as a set that both supports and challenges the claim in the question (L3), while they can also weigh the evidence to assess its significance to make a judgement as to whether the system was in need of reform in 1832 (L4).</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is whether the key factors in determining Chartist support were economic or political. Source 6 acknowledges the political dimension of Chartism, but argues that the key reason in explaining why Chartism was supported lies in the 'material benefits' it would bring. This can be supported by reference to Source 4 which identifies a range of those material benefits. The fact that this source comes from a commentator who had access to the leadership can be used to infer that such motives were significant for a number of people joining the Chartists. Candidates can develop these arguments by considering the various aspects of such living standard issues that would be likely to encourage support for the Chartists. Candidates might also consider the range of different movements which were effectively designed to achieve economic ends that subsequently fed into Chartism, such as the Anti-Poor Law movement and the 10 hour movement. They might also consider the economic background of elements of the Chartist movement. There are additionally a range of other factors that might be considered, such as the Land Plan. In contrast to the notion that the ideas that led to Chartism were economic, Source 5 refers to these 'related movements' as being clearly focused on political ends. It makes it clear that there is only a single aim – the vote. This would enable candidates to consider explicitly the terms of the charter and its place within the context of the radical movement of the early 19th century. This view might be supported by Source 6 from which it can be inferred that some Chartists were motivated by political considerations. Candidates may very well conclude that to deem Chartism either as political or economic is not possible. Source 6 certainly implies that different motives may have driven people to Chartism. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why people joined and supported the Chartist movement, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p>1 (b) (ii)</p>	<p>The focus of the question is an examination of the reasons for the passage of the 1867 Reform Act. Candidates might begin by examining the arguments in Source 9, from which the statement in the question is drawn. This can be used to examine and develop the nature, strength and strategies of the popular movement for reform. Candidates could identify further references to the role of 'public pressure' in both of the other sources. In Source 7, Disraeli makes reference to the 'present agitation'. Source 8, although it puts more emphasis on the role of Disraeli, also comments that 'we must take account of other factors, including reform agitation'. Candidates can develop these arguments by considering contextual own knowledge of the events of 1866 to 1867 such as the demonstrations at Trafalgar Square and Hyde Park. Source 8 considers an alternative explanation for the 1867 Reform Act by referring to 'Disraeli's 'parliamentary opportunism'. The source makes a link between the fortunes of the Conservative party and Disraeli's own career. Candidates may develop this line of argument using contextual own knowledge. The view expressed also finds support from Disraeli himself in Source 7 when he states that he will 'extinguish Gladstone and Co'. On the other hand, neither Source 7 nor Source 8 identifies the personal motive as the only reason for Disraeli acting as he did. Source 7 indicates that 'principle' was involved as well as a desire to prevent continued agitation. However, it should be pointed out that this explanation is being offered by Disraeli himself in correspondence with another member of the Conservative party; this may lead him to put a positive interpretation on what motivates him. There is a range of possible areas that could be examined and it is not anticipated that candidates will be able to deal with all aspects in the available time. Credit should be given for appropriate evidence well selected and deployed. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why the Reform Act was passed, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Sources 10 and 12 both suggest that the policy of deterrence was fully operational and entirely successful by 1840. Source 10 points to the deterrent effect of the workhouse, with the individual in question preferring hard labour to indoor relief, even though he had previously been in receipt of outdoor relief. Candidates might comment that the story appears to be rather anecdotal in its presentation. However, its message is supported by Source 12 which notes that all the 'old methods of relief ...have ceased' and links this to the fact that most Unions had obtained 'an efficient workhouse'. This contrasts very strongly with the argument made in Source 11 which notes that no changes have been made in the administration of the Poor Law in the area for a year. Candidates could link this to the economic situation in the region which is commented on in the source. It might also be noted that there was a fear of agitation and that this may explain the reluctance to implement a more deterrent policy. It is possible to explain some of the differences presented in terms of the different geographical locations; Source 11 refers to the north and Source 10 to the south. However, there is no specific geographic location attached to source 12. There are also differences between Source 11 and Source 12 regarding the implementation of workhouses although they have a similar provenance, both being produced by the Poor Law Commissioners in the same year. It might be noted that these reports do have a different purpose.</p> <p>Developed responses based on these arguments can reach L2. At L3 they will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about the extent to which the New Poor Law was successfully implemented in the period 1834–40.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is an examination of the reasons for amending the Old Poor Law. Candidates are likely to begin by considering Source 14 which emphasises the financial concerns by examining in detail the escalating costs of the Old Poor Law. Further support for the stated factor could be developed from Source 13, by reference to the costs of 'cheap, subsidised labour' and from Source 15, which refers to the frauds that took place and the numbers who are on outdoor relief in this urban environment, both factors implying that the costs of the system are high. Candidates might pick up on the attribution of this source in several different ways to directly support their line of argument; it comes from the report of the Commission of Enquiry and so is likely to support the underlying approach this took; it shows that the economic problems were widespread – in urban as well as rural environments. All of these arguments would appear to support the notion of the importance of financial concerns in leading to the amending of the Old Poor Law. Candidates can be expected to elaborate on this line of argument through the use of their own contextual knowledge. Other factors are considered by the sources. The fear of popular revolt can be deduced from source 13. It can be inferred that it is referring to the Swing riots when it talks of the 'widespread agricultural disturbances' and this can be linked to its reference to the French Revolution of 1830 and fears of the agricultural disturbances leading to a comparable upheaval in Britain. Source 15's reference to 'new mischiefs' might also be used in conjunction with source 13's reference to 'out of control' and the candidate's own contextual knowledge to point in the direction of the problems that contemporaries perceived as arising from outdoor relief such as the demoralisation of the poor through systems such as Speenhamland. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for amending the Old Poor Law, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is an examination of the obstacles that hampered the implementation of public health legislation. Candidates are likely to begin by looking at Source 16 which shows that the interests of rate payers are of great importance. It links the existence of vested interests on local councils to the difficulty of implementing changes. Its reference to different types of vested interests is likely to be developed by candidates using their own contextual knowledge. An alternative starting point may be indicated by Source 18 which makes its clear that according to the Royal Commission in 1869 there were still substantial problems that needed to be remedied. The list of what is 'necessary for civilised life' might lead candidates to consider the difficulties involved in implementing these conditions e.g. engineering/technical issues. However, Source 18's most explicit explanation contrasts with that offered by Source 16 in that it suggests that the blame for lack of improvements lies with 'public apathy' for which the wider community is at fault. Source 18 mentions the desire to charge low rates to the rate-payers as influencing local councils, but places less importance on this than Source 16. Source 17 can be used at face value to support source 18's view of public apathy. It could also be used in connection with the candidate's own contextual knowledge to develop alternative arguments that explain the importance of other factors as obstacles to improvements, such as opposition to the role of Chadwick, which can be inferred from the attribution of the source and further developed in relation to a more general opposition to centralised control of systems. It can also be used to demonstrate a lack of knowledge about the causes of poor health.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the obstacles to the progress made in public health, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

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