

Mark Scheme (Results)

Summer 2013

GCE History (6HI02)

Option C

Conflict and Change in 19th and
20th Century Britain

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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>

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

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>

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.

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%

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.

C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

Question Number	Indicative content	Mark
1 (a)	<p>All three sources can be used to support and challenge the contention in the question. Source 1 is highlighting the public's distaste of malingerers. Both Sources 2 and 3 are stressing the patriotism that underpinned their support for the war effort. Some candidates may add weight to Source 2's support by noting his membership of a political party opposed to the war. However, at the higher levels there may well be an attempt to qualify the extent of this support through close textual reading. Thus, Source 3 is clearly struggling to avoid sinking into defeatism while Source 2 is, in part, excusing his patriotic pride by arguing that he initially viewed the war as a defensive one ('to kill men in order to keep them from killing men'). Candidates should also be able to use the sources to present the counter-view. It can be inferred from the stirring address in Source 1 that a significant number of men of military age had failed to come forward over a year after the war had started, while Sources 2 and 3 point towards a tailing off of support as the war progressed; Source 2's arrest for organising a strike in 1917 and Source 3's angst about patriotism or peace in the same year. However, those operating at higher levels will use the provenance to weigh up the strength of the evidence. Source 3 is writing as the Passchendaele campaign drags on towards an inconclusive end, and even then she is merely noting the difficulty, not the impossibility, of putting patriotism first. Source 2's strike order in 1917 would suggest his earlier backing of the war had tailed off. Source 1's rallying cry came before Britain took centre stage in the attritional battles of 1916 onwards and is, it could be argued, no more than one would expect under the circumstances.</p> <p>It is unlikely that candidates will consider all of these issues and due credit should be awarded for the development of valid arguments. Developed responses based on these arguments can reach L2. At L3 candidates 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 whether the British public gave its full backing to the war effort in the years 1914-18.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the work of Roger Fenton and William Howard Russell during the Crimean War. In combination, Sources 4 and 5 provide a compelling case in favour of the contention in the question. Source 4 contrasts Fenton's 'documentary' style photographs with the more fanciful work of the traditional war-artist while in Source 5 Russell insists that his aim is 'to state the facts'. Candidates should be able to develop this line of reasoning from their own knowledge. The role of Russell's despatches for <i>The Times</i> in bringing home to polite Victorian society the suffering and mismanagement of the army in the Crimea and, latterly, spearheading a campaign against the High Command in general, and Lord Raglan in particular, is likely to feature. The relative freedom that Russell enjoyed ('under my own eyes', Source 5), with censorship not attempted until the end of the war when it was too late, may also be noted. The more knowledgeable may recognise that <i>The Times</i> had a relatively restricted circulation but will appreciate that its influence went far beyond the narrow circle of its readership. The counter-argument is clearly presented in Source 6. The more perceptive will be able to cross-refer some of the limitations to Russell's work outlined in the source with Russell's own commentary in Source 5. Thus, both make the point that he often gained his information second-hand through conversations with officers and Source 5 is riddled with qualifications; ('it appears', 'I am told', 'I have heard'). Candidates may look to develop this point from their own knowledge by suggesting that the <i>The Times</i>' preoccupation with army reform may well have skewed Russell's despatches and would, almost inevitably, have limited his contacts in the army to a self-selecting group of sympathetic officers. Candidates should also be able to deploy their own knowledge to challenge the assumptions in Source 4. Thus, the limitations of photographic equipment, the constraints imposed by Fenton's employers and Victorian sensibilities, the brevity of his stay in the Crimea and his background as a conservative photographer to the establishment may all be cited as evidence to suggest that Fenton's war was a sanitised version far removed from the real thing.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the nature and impact of the work of Russell and Fenton, 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
1 (b) (ii)	<p>The question is focused on the impact of the battle of the Somme. Candidates may well start with Source 8, from which the contention in the question is drawn. Source 8 presents the traditional view of the Somme as a turning point in British morale ('idealism perished on the Somme') and this is supported by the diary entry in Source 9, although some candidates may note that, despite Source 9's apparent disillusionment in November 1916, he went on to serve gallantly in 1918. The counter-argument is presented in Source 7 which points to the role the Somme played in developing the 'learning curve' of the British army and forcing the German High Command to cede ground and retreat to the Hindenburg line. This latter point is supported, at least partially, by Source 8. Some candidates will perceive that Source 7 does acknowledge there were limits to the success, but will balance the stated failure to gain a breakthrough against Haig's subsequent claim that the battle was one of attrition. Candidates should be able to deploy their own knowledge to support or challenge the arguments presented. Thus, the Germans' ability to withstand the Passchendaele offensive in 1917 and stage the Spring Offensive in 1918 could be used to support Source 8's assertion that their army had not been crippled by the Somme. Alternatively, the lack of any serious indiscipline within the ranks of the British army could be cited as evidence to counter the claim that disillusionment had set in by the end of 1916. At the lower levels, candidates' arguments will lack development and range; for example, the campaign may well be dismissed as a failure on the basis of 1st July alone. Those performing at the higher levels will weigh-up the short-term consequences against the long-term consequences, reaching a judgement as to whether the battle could be deemed a failure or a success.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the impact of the Somme in both human and strategic terms, 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

C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

Question Number	Indicative content	Mark
2 (a)	<p>At a superficial level, Sources 10 and 11 appear to offer a considerable challenge to Source 12. Source 11 makes clear that she feels the militant campaign of the WSPU has advanced the cause of women's suffrage considerably, an assertion the transformation in fortunes of Kenney and Pankhurst described in Source 10 would appear to corroborate. This view is directly challenged by Source 12's insistence that, as a result of militancy, 'the women's movement has gone back'. Candidates who fail to go beyond the surface matching of source content will be limited to marks within Levels 1 and 2. At the higher levels, an attempt will be made to evaluate the extent of the challenge posed by reference to the provenance of the sources and by close textual reading. Thus, it may be argued that the very fact that Source 11 feels it necessary to appeal for loyalty from 'the more old-fashioned suffragists' hints at a fracturing of the movement, a view that is buttressed by her acknowledgement that some consider the cause 'injured'. Similarly, although Source 10 claims the stage at the Manchester Free Trade Hall was filled with 'sympathisers', the 'interest' of the large audience could be of a more prurient nature. Some candidates will also recognise that the authors of Sources 10 and 11 are less than impartial observers, with Source 10 inevitably looking to defend a society of which she is a member and Source 11 anxious to downplay the divisive impact of a newly formed breakaway group. Finally, the significance of the disparity in dates may also be appreciated by some candidates when arriving at any judgement of 'how far'. Sources 10 and 11 come from the very early, and relatively mild, stages of militant action, whereas Source 12, with the pragmatism of the practised politician, is assessing the impact of a lengthy and increasingly violent campaign.</p> <p>It is unlikely that candidates will consider all of these issues and due credit should be awarded for the development of valid arguments. Developed responses based on these arguments can reach L2. At L3 candidates 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 Sources 10 and 11 challenge the view presented in Source 12 about the impact that militancy had on the suffrage campaign.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the changing personal status of women before 1914. Candidates may well start with Source 14, who provides evidence to support the contention in the question. Source 14's assertion that the Married Women's Property Acts had 'little direct effect' on upper and middle-class families may well be challenged by many candidates who will use a combination of their own knowledge and the points raised in Source 13 to argue for the significance of the Acts in allowing women to gain some semblance of independence within their marriage. Some candidates may well pick up on Source 14's claim that the Acts were 'more symbolic than real' to develop further this line of argument by noting the part the campaign to have the property laws changed played in laying the foundation for further reform. The reference in Source 13 to the Jackson Case can then be used as a platform to extend the scope of the analysis to other aspects of women's personal lives. Here such areas as the custody of children, divorce laws and the campaign against the Contagious Diseases Acts are all relevant and candidates should be rewarded according to the range and depth of the material deployed. It is possible that some candidates will stray from the question focus by discussing employment, education or even suffrage. Although clearly no credit will be given for this information nor should candidates be penalised for its inclusion. Source 15 presents a counterbalance to the argument that legislative reform represented an improvement in personal status for women by pointing to the enduring hold of the angel in the house philosophy. Some candidates may suggest that the popularity of Source 15's work underlines just how deeply embedded traditional gender stereotypes were right up to the outbreak of the First World War. The more knowledgeable will be able to support this viewpoint by providing evidence of the protracted nature of any relevant reform and noting that a change in the law did not necessarily mean a change in practice or attitudes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the extent, nature and impact of reform on the personal status of women in the years up to 1914, 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 question is focused on the changing educational opportunities for women and girls in the second-half of the nineteenth century. Candidates may well start with Source 18 from which the quotation in the question is drawn. The assertion that 'upper and middle-class girls were educated at home by a governess' may well be challenged by many candidates, with the establishment of the Girls' Public Day School Trust and the work of Frances Mary Buss and Dorothea Beale being cited as evidence that female education was taken seriously. However, those performing at the higher levels should make some attempt to balance this line of argument by noting the limitations in provision, both in terms of capacity, curriculum and expectation. The final two sentences of Source 18 switches the focus to working-class girls, and the claim that there was 'little or no education' available directly conflicts with the picture presented in Source 16 of improving opportunities and standards. In combination these two sources should serve as a platform for candidates to explore this debate further through the deployment of relevant contextual knowledge. The importance and limitations of church and dame schools is likely to feature, as will the impact of the various education acts from Forster's Act of 1870 onwards. Candidates should be rewarded according to the range and depth of material provided. Source 17 invites candidates to broaden the scope of their analysis to encompass higher education. Although Source 17 highlights the advances made by the efforts of the Sidgwicks, some candidates will appreciate that progress was piecemeal and dependent on the actions of a few committed individuals. At the higher levels, candidates will be able to draw on their own knowledge to develop this argument with the experience of women undertaking the study of medicine very likely to feature.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the nature and extent of any improvement in the education of women in the second-half of the nineteenth century, 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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