

Mark Scheme (Results)

Summer 2012

GCE History (6HI02/C)

Unit 2: British History Depth Studies

Option C: Conflict & Change in

19th & 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>

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%

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

Question Number	Indicative content	Mark
1 (a)	<p>Candidates may well start with Source 1 which categorically states that the war was a war 'of conquest and expansion...not in the real interests of the Empire'. This stands in direct contrast with Chamberlain's claim in Source 3 that the war was to defend the integrity of the British Empire. Equally, Source 1's reference to the corrupting influence of the 'mining bosses and financiers' can be cross-referred with Lloyd George's claim that the war was 'a question of profits' to contradict Chamberlain's assertion that Britain's involvement was a principled stand against 'oppression and injustice'. In combination then these two sources would appear to offer a significant challenge to the view presented in Source 3. However, through close reading of both content and provenance, a more balanced judgement can be arrived at. Thus, the more astute will be aware that a conflict between the views of the Colonial Secretary (Source 3) and those of ardent opponents of the war (Sources 1 and 2) is hardly surprising and they should be able to cite the evidence in the context of the fighting to reconcile some of the differences. Candidates may note that the <i>Manchester Guardian</i> takes an ant-war stance, and may even go on to recognise that this comes during the occupation of the Transvaal and the Orange Free State when attitudes might well have hardened since Chamberlain's speech at the outbreak of war. Source 2 provides further support for this line of argument with Lloyd George grudgingly recognising the need to repel the Boers from British imperial territory in the early days of the war. Alternatively, it may be noted that although there may be some agreement between Chamberlain and Lloyd George over the short-term involvement of the British Army in South Africa, they diverge fundamentally over the justification for hostilities in the long-term. In arriving at any judgement as to the extent of the challenge posed, the best answers will be able to move beyond superficial matching of content and weigh up the extent of the challenge through an exploration of the significance of both the context and origins of the sources.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question is focused on the impact of the Crimean War on reform in Britain. Candidates will probably start with Source 5 from which the quotation in the question is drawn. Although the source is pointing to some improvements in terms of service, the overall view is of an opportunity missed with the Prussian military successes being the real stimulus for reform. This view can be cross-referred with Source 4 where an advocate of army reform again cites Prussian military prowess as the catalyst for interest in the state of the army. From their own knowledge, candidates should be able to develop and exemplify some of the themes touched on by the two sources. Thus, the fact that Cardwell's army reforms were not instigated until 1870 will be used by many candidates to support the view that the military lessons of the Crimea were not learned. Similarly, the fact that the McNeill-Tulloch Report's damning indictment of the Commissariat Department caused little public stir when it was published in 1856 and was subsequently whitewashed by an army Board can be used to support the allusions in Source 4 to public disinterest in military questions. The counter-view is clearly presented by Lowe in Source 6. Candidates should be able to elaborate on the list of military improvements outlined in the source and may also point to and expand on the advances highlighted in Llewellyn Woodward's otherwise negative appraisal in Source 5. Lowe's reference to Nightingale should provide a platform for candidates to explore reform in areas other than the army; nursing and the civil service will be the most likely to feature. Candidates should be rewarded according to the range and depth of material deployed. 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 and limitations of reform in the aftermath of the Crimean War, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on medical and surgical developments during the First World War. Candidates may well start with the testimony of Lieutenant West in Source 7 which firmly counters the contention in the question by presenting a damning indictment of the treatment of injured servicemen during the Great War. This stance can be supported by Source 8 which highlights the deficiencies in both medical technology and know-how. These two sources should serve as a platform for candidates to develop from their own knowledge the shortcomings of army medical provision in the First World War. Focus may well fall on the shortage of trained medical staff and the rudimentary approach to the most common conditions/injuries from which the men suffered with the treatment of shellshock at the forefront of any list. Candidates should be rewarded according to the range, depth and relevance of the material deployed. The counter-argument is clearly expressed by Corrigan in Source 9. Many will pick up on the comparison with mortality rates in the Boer War to point to the success of the army's medical provision in 1914-18, although the more knowledgeable may well qualify this by noting the severity of the logistical difficulties which faced the authorities in South Africa. Those performing at higher levels may, at least in part, be able to reconcile Sources 7 and 9 by noting that West's description comes from relatively early on in the war whereas Corrigan talks of improvements as the fighting went on. Indeed, the more perceptive will also recognise that West is complaining primarily about the harshness of military routine and attitudes rather than the efficacy or otherwise of medical care. From their own knowledge candidates should be able to extend some of Corrigan's themes by exploring the role of the RAMC, VADs and FANYs in improving the speed and quality of care which the injured received. They may also take issue with Winter in Source 8 by highlighting advances in such areas as inoculation, surgery and hygiene. 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 shortcomings and merits of medical provision within the context of the First World War, with a sharp focus on agreement or disagreement with the given view.</p>	40

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

Question Number	Indicative content	Mark
2 (a)	<p>Candidates may well start with Source 11 which firmly supports the contention in the question. The more perceptive will note that Wright's professional standing points to this being a widely accepted viewpoint, although the fact that he was writing at the height of the militant suffragette campaigns and at a time of mounting internal and external tensions, when the physical strength of governments and the physical nature of women would both be very much to the fore of the public's consciousness, may be seen by some to suggest that such a stance was not representative of public attitudes for the period as a whole. Sources 10 and 12 can be used to support further the contention in the question, with Source 10 beginning by emphasising the difference in 'nature' between men and women and Ward, in Source 12, highlighting the importance of the 'physical labour' of men. However, Sources 10 and 12 can be used to present the counter-view. Thus, although Ward refers to 'physical labour,' she notes the complexities of statesmanship and the impediment to efficient governance that the political inexperience of women would pose. Hart, in Source 10, is at pains to highlight that his main objection to female suffrage is on the grounds of religion not physicality, although the more perceptive may suggest that the author's Christian philanthropy makes this hardly surprising. However, those performing at higher levels may also note that the Biblical evidence presented in the source merely reinforces the physical force line of argument and that the author's aim appears to do little more than deploy religious reasoning to buttress an embedded belief. In arriving at any judgement the best answers will be able to move beyond superficial matching of content and weigh up 'how far' through an exploration of the significance of both the context and origins of the sources.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the changing personal status of women within marriage in the second half of the nineteenth century. Candidates may well start with Source 14 which firmly counters the contention in the question by exploring the progress made as a result of a variety of legislative reforms. The more knowledgeable will be able to link some of the points raised by Rees to specific reforms. Thus, the Married Women's Property Acts, the Divorce Act and the Guardianship of Infants Act (as well as the cited Matrimonial Causes Act) may well be identified and their significance in improving the position of married women examined. However, the more perceptive will recognise that Rees is by no means painting a picture of unqualified progress. Although it is stated that being granted custody of children was a possibility for divorced women, the implication is that it was still unlikely. This point can then be cross-referenced to the judgement outlined in Source 15, which those with a good grasp of chronology will know came just one year after the Guardianship of Infants Act had been passed. For higher performing candidates, this will lead on to a distinction being drawn between theoretical progress as a result of legislative reform and practical advancement through the application of case law. The Jackson Marriage Case may also be cited in this context, although this time as an example of case law reinforcing reform. Source 13 also questions the significance of legislative reform in practical terms, although this time from the perspective of class rather than legal interpretation. Here the irrelevance of legal reform to the lives of vast swathes of women, either because of privilege or poverty, is highlighted. Those with a good conceptual grasp of the unit as a whole will be aware of the general debate about the narrow socio-economic focus of the women's movement but may also argue that legal reform was an important stepping-stone in changing prevailing attitudes. 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 nature and impact of legislation governing married life in the second-half of the nineteenth century, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the impact of the First World War on the suffrage movement and the lives and opportunities of women in general. The contention in the question is clearly supported by Martin Pugh in Source 18 and candidates may very well access this source as a starting point. Pugh asserts that despite the publicity surrounding women's war work, underlying patriarchal attitudes were, in fact, reinforced by the stark gender division between combatant and non-combatant roles. The more perceptive may note that although Robb in Source 17 is countering Pugh's thesis, his reference to the age restriction in voting rights in 1918 can be used to highlight an official disregard for the efforts of young female war workers. From their own knowledge, candidates should be able to extend the themes raised in Source 18 by exploring such areas as union attitudes to dilution, post-war reduction in employment opportunities and the ineffectual or reactionary nature of government legislation. The counterview is presented in Sources 16 and 17. Both point to the important role the war played in providing women with a sense of self-belief borne out of new opportunities, although more able candidates will be aware that Strachey's stance, as a leading member of the NUWSS who advocated cooperation during the war years, is no more than one would expect. The more knowledgeable may well catalogue the ways in which women contributed to the war effort here, but for the higher levels a clear focus on advancing the women's cause must be maintained. Robb's reference to the vote is also likely to lead to an examination of the role the war played in promoting enfranchisement, and candidates should be rewarded according to the depth, quality and focus of the analysis. 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 nature of the impact the war years had on the lives of women, with a sharp focus on agreement or disagreement with the given view.</p>	40

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