

# Mark Scheme (Results)

Summer 2013

GCE History (6HI02)

Option E

Britain in the Later 20<sup>th</sup> Century:

Responding to Change

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> 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><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> 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><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> 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><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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>

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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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> 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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> 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><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> 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><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> 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
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### 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.

E1 British Political History, 1945-90: Consensus and Conflict

Question Number	Indicative content	Mark
1 (a)	<p>Candidates may well start with Source 3 which firmly challenges the contention in the question by presenting the most damning picture of Heath as prime minister. The impression given of Heath's dictatorial style can be supported by Healey's allegation in Source 1 that he simply 'brushed opposition aside'. However, the more astute may use the context and provenance of Source 3 to qualify the assessment presented. Thus, some may argue that the troubled last few months of Heath's premiership should not be taken as representative of his whole time in office, while others may see the piece as little more than an attempt to deflect blame for the government's poor record away from the author. Healey's evaluation of Heath in Source 1 is less harsh, acknowledging as it does his 'vigour', but ultimately the picture given is of a prime minister who lacked the diplomacy required to see through his reform programme. The counter-view is presented in Source 2, although some candidates may feel that 'highly competent' does not fully equate to effective. The Source presents a direct challenge to the assertion in Source 3 and the inference in Source 1 that Heath was dictatorial. It also presents Heath as more socially skilled ('warm and friendly'), although those performing at higher levels will be able to reconcile this with the conflicting views presented in the other sources by noting Critchley's acknowledgement that Heath was only at ease with his 'friends'. Some candidates may also argue that Critchley, coming from the liberal-wing of the Conservative party, may well be predisposed to favour Heath.</p> <p>Whatever judgement is reached must be backed by appropriate evidence and the best will show some awareness of the need to weigh the evidence of the sources in the light of context and provenance.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is on the impact of the post-war Labour government's reform programme. Candidates may well start with Source 4 which fully supports the contention in the question. Source 4's reference to a 'kinder, gentler and a far better' Britain can be used by the more knowledgeable as a platform to explore the Labour government's achievements in such areas as welfare, education and housing. The counterargument appears in Sources 5 and 6, where the government's failure to address underlying economic issues is highlighted. Both sources point to financial deficit and an unreconstructed industrial base, and again more knowledgeable candidates should be able to develop these themes by exploring the process and impact of nationalisation and the sterling and balance of payments crises of the late 1940s. Most candidates will appreciate that Source 6, a Conservative election manifesto, is likely to be highly critical of Labour's time in power and the more perceptive may note that much of the criticism is based around ideological differences - 'the attempt to impose Socialism in Britain'. Indeed, some candidates may well see in the opening reference to the difficulties posed by post-war reconstruction some mitigation of the criticisms of Labour's performance. Source 5 can be used to extend the criticism of the Labour government beyond simply economic mismanagement to social conservatism - thus countering directly the claims made in Source 4 - and it is likely here that the limitations of reform in education will be highlighted. The very best responses will recognise that arriving at a judgement depends on assessing the relative importance of the consequences of the various strands of the government's reform programme.</p> <p>Whatever line of argument is followed, 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 the Labour government's policies in the years 1945-51, 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 the period of Conservative rule under Margaret Thatcher and the extent to which this marked a revolutionary break with the policies of previous governments. Candidates may well start with Sources 7 and 8 which, in combination, provide a compelling case in favour of the contention in the question. Although at odds in their political assessment of Thatcher, both Source 7 and Source 8 agree that her policies did represent a revolutionary shift away from post war economic management. Although the more perceptive may suggest that Source 8's claim to have been part of a cabinet that introduced this 'revolution' is, at least in part, prompted by self-aggrandisement, candidates should, nonetheless, be able to develop this line of reasoning through the deployment of their own knowledge. Thus, policies in such areas as monetarism, privatisation, home ownership, employment practices and the Unions can all be explored. At the very highest levels, candidates may note Source 7's assertion that the revolution encompassed an assault on values as well as policies and may look to explore the claim that the individual came to supplant the collective in the British psyche. The counter-argument is clearly presented in Source 9. Source 9's claim that Thatcher's 'revolution' was more a matter of rhetoric than principle, at least as far as the NHS was concerned, can be used as a platform to explore other areas of policy continuity, such as the propping up of unprofitable nationalised industries (British Steel and British Leyland) in her first term. Those with greater contextual knowledge may also attempt to extend the scope of the counter-argument by contending that governments from the 1970s onwards had already initiated the process of abandoning consensus politics.</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 similarities and differences between Thatcherism and the policies of earlier governments, with a sharp focus on agreement or disagreement with the given view.</p>	40

## E2 Mass Media, Popular Culture and Social Change in Britain since 1945

Question Number	Indicative content	Mark
2 (a)	<p>All three sources can be used as evidence in favour of the contention in the question. Candidates may well start with Source 12 which most clearly supports the contention in the question by linking screen violence with increasing tensions within the family and society as a whole. The more astute may pick up on the qualifications contained in the source ('it seems', 'is helping') to suggest that, despite the Society's reference to 'controlled studies', the evidence is far from incontrovertible. The view presented in Source 12 can be cross-referred with Source 10. Although the overall thrust of Lord Derby's speech is against the contention, through close textual reading candidates should, nevertheless, be able buttress some of the points raised in Source 12. Thus, some candidates may well recognise that Source 10 does not deny that there is a significant amount of violence on television and that the Pilkington Report clearly believes that this has a deleterious effect on young viewers. The cartoon in Source 11 extends the argument in favour of the contention by attaching to television the responsibility for a fall in public standards, although many will be aware that the satirical nature of the publication somewhat undermines the weight that should be attached to the evidence. The case against the contention is presented in Source 10, with Lord Derby not only highlighting the unimpeachable rectitude that underpins screen violence, but also stressing the more uplifting elements of television scheduling. At the higher levels candidates will explore the attributions of Sources 10 and 12 in an attempt to reconcile the conflict in views and arrive at an evaluation of 'how far'. Thus, there will be an appreciation that the authors of both sources have a vested interest in presenting the views they do, with some candidates able to place Derby's speech in Source 10 in the context of growing public concern over the growth in television ownership. Whatever judgement is reached must be backed by appropriate evidence in which the sources are used in combination, with the best showing some awareness of the subjective nature of the source material and the reasons for their conflicting stances.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is on the media's treatment of Diana in the years 1981-97. Candidates may well start with Source 13 which fully supports the contention in the question. The claim that the Princess of Wales attempted to rein in the excesses of tabloid editors by meeting them half-way can be supported by Source 14, although some candidates will recognise that the anonymous source is implying royal collusion rather than reluctant collaboration. This latter interpretation can be used in conjunction with Source 15 to present the counter-view. Source 13's insistence that Diana was a practised manipulator of the media matches the descriptions of covert meetings and 'off the record' briefings outlined in Source 14 (although again the self-serving nature of this reminiscence will be appreciated by some candidates). From their own knowledge candidates should be able to develop further both lines of argument. Exemplification may include such areas as Diana's collusion with the journalist Andrew Morton in the publication of a revelatory biography, <i>Princess Diana: Her True Story in her Own Words</i>, her 'tell all' interview with Martin Bashir on <i>Panorama</i>, the Squidgygate scandal of the tapped telephone conversation with James Gilbey and even the paparazzi's role in the Paris car crash. Marks should be awarded according to the range, depth and relevance of the material deployed. Higher performing candidates will appreciate the fine line that exists between manipulation and management of the media with all three sources providing evidence to support both these interpretations of Diana's actions.</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 clearly the nature of the relationship between the mass media and the Princess of Wales in this period, 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 changes in information technology and the introduction of new forms of communication have had on society since 1990. The main areas which are likely to be covered are the World Wide Web and the digital revolution in communication technology. Candidates may well start with Source 16 which firmly supports the contention in the question by outlining the benefits of the internet as a means of improving access to information. This view is complemented by Source 17, who develops Source 16's point about 'more effective ways of communicating' by extolling the democratisation of communication that the internet has effected. Some candidates will appreciate from the attribution that Source 17 is clearly an active proponent of the 'freedom' of the internet and may question how beneficial for society to be empowered with the ability to 'just make stuff up'. In combination these two sources should serve as a platform for candidates to develop this line of reasoning using their own knowledge. The impact of new media technologies on work patterns and leisure, on the dissemination of news and on political activism are all likely to feature. Analysis may well be supported by the deployment of relevant exemplification and candidates should be rewarded according to the quality and range of the material presented. The counter-argument is provided by Source 18. In stark contrast to Law in Source 16, Source 18 views the new media as instruments of isolation, encouraging people to withdraw in on themselves. The references to new applications and technologies in the last sentence should serve as a platform for candidates to deploy their own knowledge. Some may contend that the proliferation of PDAs, texting and cheaper and more powerful laptop computers since the 1990s have made society more accessible and encouraged greater interaction while others may point to the growth of a 'digital divide' in Britain to argue the main consequence of this new trend has been exclusion rather than inclusion. Similarly, it may be noted by some that the democratising effect of the new media has been counterbalanced by the growing hold that big commercial interests have on the web.</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 new media on society, with a sharp focus on agreement or disagreement with the given view.</p>	40

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