

Mark Scheme (Results)

Summer 2012

GCE History (6HI03/B)

Unit 3: Depth Studies & Associated
Historical Controversies

Option B: Politics, Protest & Revolution

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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.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack 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> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>

3	13-18	<p>Candidates' answers will be broadly analytical and will 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 in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</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, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>

5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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

Section B

Target: A01a and A01b (7% - 16 marks) A02b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

A01a and A01b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack 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> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>

5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</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	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</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: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

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

Note on Descriptors Relating to Communication

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Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70

% weighting	20%	10%	30%
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Section A

B1 France, 1787-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>This question addresses the reasons for the political instability in France during the period of the first Republic and offers as the stated factor, the events of the tumultuous year of 1793. At level 2 and below a narrative of the crowded events of 1793-99 is likely to predominate. At level 3 there will be an analytical focus on the bitterness engendered by the events 1793 and/or the political instability of 1794-99. The deep divisions caused in 1793 may be illustrated by reference to the execution of the King, the regional revolts and their savage repression, the persecution of the Church and clergy and the arbitrary violence of the Terror towards those perceived as enemies of the Revolution. Many events may be advanced to illustrate the instability of the period 1794-99 - the White Terror, the Germinal and Prairial risings of Spring 1795, the Vendemaire uprising in October, the Baboeuf Conspiracy of 1796, the Coup of Fructidor, 1797, and the Coup of Brumaire, 1799. There will be some attempt to explain the instability even if this is not effectively linked to the events of 1793. At Level 4 there will be explicit attempt to link the bitterness of 1793 to the events of 1794-99 , particularly well illustrated by the White Terror as a tit-for-tat for the Jacobin Terror, and to consider other factors such as economic deterioration due to inflation, bad harvests, trade disruption etc. and the defects in the constitution of the Year 3, ie the Directory. The strains engendered by war are likely to figure and the increasingly political role of the army predicated on the continuation of an increasingly unpopular war. Even at level 5, where sustained evaluation of the stated factor in terms of other factors will take place, the consideration of these other factors will not be exhaustive.</p>	30

Question Number	Indicative content	Mark
2	<p>This question invites candidates to analyse the causes of the 1830 overthrow of the Bourbon Monarchy and offers as the stated factor Charles X's ineptness and stupidity. An assumption is also offered that he inherited a favourable political position in 1824. This needs some analysis and may be supported or denied by candidates. At level 2 and below a simple narrative of the period 1824-30 is likely to be offered or even of the events of 1830. At level 3 a causal analysis will be offered but analysis of the 'favourable position' in 1824, may be neglected. Candidates who focus on examples of Charles' ineptness - the appointment of Polignac in 1829, the failure to disarm the National Guard, the launching of the St Cloud Ordinances when much of the loyal army was in North Africa can still gain the upper end of level 3. Candidates who set his ineptness in the context of other factors such as the economic circumstances should enter level 4. For high level 4 or level 5 there ought to be some analysis of the circumstances at the time of his succession. It could be argued that he entered upon a throne with a supporting majority in the Chamber, an able minister in Villèle and a favourable financial situation due to Villèle's competence. It can also be argued that he benefitted from the religious revival enjoying widespread support in France in the early 1820s. Personally he looked the part of Monarch much more than his brother. On the other hand, it can be argued that support for the restored monarchy was skin-deep and there was much potential opposition from Bonapartists, Republican radicals and liberals. Possibly many of the enriched bourgeoisie tolerated rather than approved of the monarchy.</p>	30

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
3	<p>This question addresses the extent of the pressure for reform of the political system and the threat of revolution during the period after the French Revolution. At level 2 and below a narrative of the various radical societies and the protests and conspiracies of these years is likely to predominate. The Societies for Constitutional Information, the Corresponding Societies, the widespread circulation of Paine's works, the calls for a convention, the possible preparations for armed uprisings, the holding of mass meetings such as that in 1795 on Copenhagen Fields, the copying of the United Irishmen in places like Manchester, the possibility of links to mutinies in the Fleet in 1797, the Despard Conspiracy and Luddism, towards the end of the period, may all be considered. At level 3 there will be an analysis in terms of the key phrase about threatening the existing political system and it may be concluded from several examples that the threat was spasmodic, uncoordinated and essentially un-threatening. At level 4 there will be explicit coverage of the degree of pressure exerted and an appreciation of the range of pressure and possibly reference to the obvious seriousness with which the governments took the threat. Even at level 5, where sustained evaluation of the stated phrase will take place, the consideration of radical initiatives will not be exhaustive.</p>	30

Question Number	Indicative content	Mark
4	<p>This question addresses the significance of the reforms carried out under the Conservative administrations of Liverpool, Canning, Robinson and Wellington. Candidates are likely to display knowledge of Peel's work at the Home Office, particularly his reforms of the Criminal Law, prisons and of course the institution of a Metropolitan Police Force. The work of Huskisson and Robinson is likely to be well known with new Commercial Codes, taxation changes and the modification of the Corn Laws. The Legalisation of trade unions and, of course, Roman Catholic Emancipation are likely to be advanced as primary examples of incipient liberalism.</p> <p>At level 2 and below a narrative of the legislation is likely to predominate. At level 3 there will be an analysis but probably limited to support of the assertion made within the question. At level 4 there will be explicit coverage of both key phrases ie 'significant but not sweeping reforms' and thus a real evaluation. There is likely to be some comment on the halting and limited address to many issues, in particular parliamentary reform and the very deep reluctance with which Catholic Emancipation was accepted as necessary in the circumstances of O'Connell's campaign. Even at level 5, where sustained evaluative analysis of the question takes place, the consideration of all measures and initiatives will not be exhaustive.</p>	30

Section B

B1 France, 1787-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>The question invites candidates to assess the role and responsibility for the downfall of the monarchy in August/September 1792 of a committed radical minority. Most candidates will probably identify Robespierre and possibly his speech to the Jacobin Club on July 29th as a clarion call for radical revolution. The role of the Cordeliers, the radical press, the sections, fédérés and the Commune are all likely to figure. Clearly Source 1 points to the role and centrality of the Jacobin Club and its use of the other organs of radicalism. Candidates will possibly pick up on the use of the word 'faction'. Source 2, whilst accepting the impact of the press and media, also points up the vulnerability of the King and Queen because of their actions and Marie Antoinette's Austrian associations. Source 3 draws attention to the impact of war and particularly the worsening economic conditions. These are of course nicely linked to the growing radicalism dealt with in Source 1.</p> <p>At Level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, eg a lengthy account of the storming of the Tuilleries in August 1792. At level 3, candidates will begin to integrate the sources with one another, e.g. Sources 1 and 3 and with own knowledge, probably producing a rather one-sided case that it was largely a Jacobin conspiracy. At level 4 there should be a real debate about the causes of the downfall of constitutional monarchy, showing a real awareness of the different perspectives of the three sources which will be extensively expanded upon. At level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter is likely to be about the growth of radicalism in Paris and the influence of the clubs connected to the deteriorating economic circumstances as suggested in Source 3, which inter-causally may be developed extensively.</p>	40

Question Number	Indicative content	Mark
6	<p>The question invites candidates to assess the responsibility of 'Bonaparte himself' for the downfall of the Napoleonic Empire. Clearly Source 4 makes the point strongly that Napoleon failed to adapt and candidates will be able to illustrate this and explain the changing circumstances that required change from the Emperor, ie he was facing better armies who had learned from past mistakes. With a different emphasis is Source 5 which draws attention to Britain's role as the paymaster of European resistance and through its blockade forcing Bonaparte into both the Iberian adventure and then the Russian campaign. The significance of this latter is then developed in Source 6 with its references to the devastating material consequences. These may be developed with additional reference to the irreplaceable loss of horses. There was also the psychological dimension, not really developed in Source 6 but important and hinted at in the references to the loss of allies. These twin points may be developed with considerable contextual knowledge.</p> <p>At level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, eg a lengthy account of the retreat from Moscow. At level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case either that it was Napoleon's failure to evolve new approaches or that it was largely the 1812 disaster that did for him. At level 4 there should be a real debate about the causes of the downfall of the Napoleonic Empire, showing a real awareness of the different perspectives of the three sources, which will be extensively expanded upon. At level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the growth of opposition in Paris and the shortage of resources.</p>	40

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
7	<p>The question invites candidates to assess the responses of Lord Liverpool's Government in the troubled seven years of 1815-22. Clearly Source 7 suggests that 'over-reaction occurred referring to outbursts as 'small and badly led'. It does leave the door open to the justification that the government knew something about the scale of the threat that historians do not appear to have fully appreciated. These points may be developed with considerable contextual knowledge, eg the weaknesses of the governments of this period without a police force to handle unrest. Offering a clear opinion on the issue is Source 8 which gives examples of extensive repression with the assertion that 'the British people were held down by force'. This may be expanded upon and challenged with contextual knowledge. Even at times of maximum repression, government respected the Common Law and Tory Britain was a far cry from employing the arbitrary violence of Jacobin France. Source 9 draws attention to the very difficult situation which prevailed, in the immediate aftermath of the war and itemises the challenges. Whilst giving examples of repression, there is a clear case made that Liverpool wished to respond in a moderate and proportionate fashion. Contextual knowledge with regard to Peterloo can be used both to support and counter this, ie the injury and loss of life in Manchester, on the one hand, and the private condemnation of the Magistrates by Liverpool on the other. Candidates may also use own knowledge to develop the connection between social and economic misery and agitation throughout all of these years - 'I defy you to agitate a man with a full stomach.'</p> <p>At level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, eg a detailed account of the plots and difficulties of 1815-20. At level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that the government did 'over-react'. At level 4 there should be a real debate about the responses of the Liverpool administration in countering discontent, showing a real awareness of the different perspectives of the three sources, which will be extensively expanded upon. At level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the spread of revolutionary ideas and the relative feebleness of governments faced with the prospect of disorder.</p>	40

Question Number	Indicative content	Mark
8	<p>The question invites candidates to assess the impact of economic changes on the labouring classes in Britain in the years c1780-1830. Clearly Source 10 supports the stated proposition with its reference to 'the spread of blessings' and the initial assertion that without the changes associated with the industrial and agricultural revolutions, things would have been even worse. However this is heavily qualified by the acceptance that there were serious losers. These points may be developed with considerable contextual knowledge. Offering a similar perspective, more precisely illustrated is Source 11 which gives a view of steady improvement followed by a temporary setback at the end of the period under consideration. The passage also nicely balances wages and conditions for the 'most successful groups'. Source 12 draws attention to the very difficult social and economic conditions which prevailed in the new factories, and can be cross referenced with the references in Source 10 to those who lost, but also to the assertion in the same source that without changes, it would have been worse. Candidates may also use own knowledge to develop the connection between particular social groups and social and economic misery.</p> <p>At level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, eg a detailed account of the difficulties and miseries facing the new factory employees in these years. At level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that economic change largely induced misery and loss of opportunities for the labouring classes. At level 4 there should be a real debate about the varying impact both upon different groups and at different times, showing a real awareness of the different perspectives of the three sources which will be extensively expanded upon. At level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the growing commercial opportunities, not really touched upon by the sources.</p>	40

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