

Mark Scheme (Results)

Summer 2014

GCE History (6HI02/A)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code US039077

All the material in this publication is copyright

© Pearson Education Ltd 2014

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>
---	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Part (b)

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

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

AO2b (7% - 16 marks)

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

(40 marks)

AO1a and AO1b (24 marks)

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

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

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

AO2b (16 marks)

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

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

Unit 2 Assessment Grid

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

Note on Descriptors Relating to Communication

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

A1 Henry VIII: Authority, Nation and Religion, 1509-40

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the view that Cromwell's visitations were motivated by genuine concerns over religion. Taken at face value, support is found in Source 1, where Layton writes to Cromwell over the North being 'far removed from true religion' and implies that a visitation is necessary since York 'has not been visited since the Cardinal's time'. Source 2 reflects this need to check on the state of religion to an extent, with Lee admitting the difficulties in finding suitable clerics to administer the faith. In countering the claim, candidates may draw upon evidence from all three sources. Source 3 reveals Lee to be defending himself against accusations that he failed to support Henry's supremacy, thus suggesting the visitations were more concerned with control. This could be linked back to Source 2, where Lee does also refer to the issue of the King's authority. Candidates may also explore the provenance of these in explaining the extent of agreement, such as considering the chronological context. Source 1 also refers to the King's authority and thus the issue of control and can be seen to relate these issues together.</p> <p>In exploring the differing views, candidates may highlight the attribution of sources, reflecting on the roles of Layton, Lee or indeed Cromwell, as well as the possible timing and nature of their correspondence. Candidates may highlight Layton's purpose in Source 1 and link this to Lee's reference to having been visited by him in Source 3, or examine Lee's desire to demonstrate both his loyalty and the difficulties he faced in administering religious matters.</p> <p>Candidates considering valid aspects of source attribution as it relates to the question are cross referencing the evidence and will achieve Level 3. Responses which reach a judgement developed from this will achieve Level 4.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>Overall the sources provide evidence for a range of arguments concerning the success of Henry VIII's foreign policy in the years 1509-20. In examining the arguments in agreement with the view that Henry's foreign policy was successful, candidates are likely to draw on Sources 5 and 6. Source 6 highlights the diplomatic success that was achieved by the Treaty of London, and may indeed see this as a highpoint for which Wolsey should take greater credit. In this sense whilst Source 5 does demonstrate some level of success, it can be contrasted with Source 6 in that it highlights the limitations to Henry's attempts to gain success by military means. Candidates may indeed debate the extent to which the lack of sufficient finances or reliable allies to achieve success by waging war make Henry's efforts in the earlier part of the period a relative success or an exercise in vain folly. Source 4 can be used to extend these issues, highlighting more the problems Henry faced in 1512.</p> <p>In drawing on own knowledge, candidates may explore the issue of success in the contrasting terms of Henry's desire to prove himself as a powerful renaissance monarch, perhaps examining the cost involved in capturing the like of Tournai in 1513 against the prestige and bargaining power they offered. Alternative arguments may suggest Henry was outmanoeuvred by Ferdinand and Maximilian, perhaps using the Anglo-French Treaty to demonstrate Henry's attempts to redeem this, with his unfulfilled aim of a joint venture to drive Ferdinand from Navarre. Candidates may examine the extent to which the Treaty of London brought England in from diplomatic isolation, after the failed attempts to build an anti-French league and the peace between Charles and Francis from 1516.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. 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 extent to which foreign policy was a success in this period, 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 asks candidates to assess the contribution made by Cromwell in breaking with Papal authority before 1534. Taken as a set the sources offer evidence for and against the claim in the question. Both Sources 7 and 8 offer evidence regarding Cromwell's contribution, albeit in somewhat differing ways, with Source 7 emphasising Cromwell's relations with Henry, as well as his abilities in drafting legislation and shaping ideas into practical policies. Source 8 links with this, emphasising Cromwell's connection with and direction of parliament. Source 8 thus also alludes to other factors, namely parliament itself, Anne Boleyn's pregnancy and thus Henry's desire for a male heir, whilst also opening an opportunity to consider the extent to which developments were more in reaction to the failure of Rome to grant Henry's desires – thus countering the conception of a 'driving force' to some extent. Source 9 considers the significance of Cranmer as another individual closely associated with Henry, whilst also referring to parliament and the issue of the divorce. Thus, from the sources, candidates may explore the interrelationship between a range of individuals and issues.</p> <p>Candidates can build on these arguments by reference to other factors, such as Anne's actions and the influence that she was able to exert, as well as the role of the named reformers in encouraging Protestant beliefs to take root. They may also consider issues such as the role of anti-clericalism and the opportunity provided for Henry to expand his power and enhance the role of the monarch at the expense of the Church.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. 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 extent to which Cromwell was influential in shaping events, with a sharp focus on agreement or disagreement with the given view.</p>	40

A2 Crown, Parliament and Authority in England, 1588-1629

Question Number	Indicative content	Mark
2 (a)	<p>Candidates are asked to assess the extent to which evidence is offered to demonstrate Elizabeth being well supported in her later years as queen. Evidence can be found in Source 10 to suggest Elizabeth could command strong support, in particular highlighting warmth of support towards Elizabeth over a range of issues. In contrast, Source 11 highlights disquiet amongst the nobility, particularly over diminished opportunities for office holding, suggesting their circumstances have been reduced financially through this. Thus Northumberland claims dissatisfaction is widespread among the nobility. This feeling of dissatisfaction is extended further by Source 12 emphasis on the impact that subsidies have had on the gentry and lower orders and that this is breeding discontent and 'endangering' the Queen's safety. Candidates may therefore cross reference Sources 11 and 12 to highlight widespread discontent among Elizabeth's subjects. Candidates may also emphasize the differing perspectives of 'people' reflected; Source 12 professes to speak for the gentry and lower classes, with Bacon clearly having a vested interest as a member of the gentry, whilst, in Source 11, Northumberland can be seen as providing evidence from within the nobility.</p> <p>Candidates may also highlight the issue of religion, perhaps linking Northumberland's Catholicism to the reference to 'true religion' in Source 10 to explore the extent to which this shaped attitudes towards Elizabeth. Thus candidates may take a range of approaches in considering the nature and provenance of the evidence, perhaps also highlighting the particular chronology of the evidence or examining the roles of individuals concerned, such as exploring Northumberland's motives for corresponding with James or the nature of Croke's address in Source 10.</p> <p>Candidates utilising inferential skills or consideration of provenance in relation to issues identified in the content of the sources should achieve Level 3. Responses which are able to reach judgement on the extent of agreement considering the weight of the evidence will be deserving of Level 4.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question asks candidates to offer an assessment of the effectiveness of James I's handling of domestic issues in the years to 1618. Candidates may well start with Source 13, where James' relative success with parliament is highlighted, such as his handling of the union issue which continued until being blocked in 1607. Candidates may explore the issue to examine the extent to which the failure to reach agreement was down more to wrangling within the Commons, an issue which may be extended to consider relations with later parliaments, examining the extent to which parliament was responsible and the implications this has for seeing James as an effective ruler. The issue of faction and favourites may also be developed, most likely with reference to the Duke of Buckingham. Source 14 offers a less favourable assessment of James' rule in these years, highlighting how his extravagance and failure to balance the interests of different groups created tension. Candidates may develop this by examining the growing rift with parliament, perhaps with reference to the changing intake of the Commons and the extent to which disquiet was managed or indeed abrogated, with no parliament being called after the Addled Parliament of 1614 until 1621. A range of examples may be drawn from to examine the issue of finance, such as the failure of the Great Contract of 1610. Source 15 can also be used to examine the issue of finance and how this relates to the ongoing issue of royal prerogative and parliamentary privilege. It may be argued that whilst James had firm views over the position of the monarch, these did not necessarily sour relations in these years.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. 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 assessment of James reign, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
<p>2 (b) (ii)</p>	<p>The question asks candidates to offer an assessment of the reasons for the breakdown in relations between King and Parliament in the years 1621-29. Taken as a set the sources offer evidence for and against the claim that foreign policy was the greatest source of disagreement. On the face of it Source 16 appears to provide the strongest evidence to support this claim, highlighting the increasing division between Parliament and James over this, also alluding to finance, counsel and religious outlook as they related to foreign policy. Sources 17 and 18 appear to point more towards other factors. Whilst Source 17 does highlight differences over foreign policy, greater emphasis is placed on difficulties after the accession of Charles to the throne. The role of Buckingham and the issue of religion is also stressed. Source 18 can be seen to extend this to some extent, with the Commons explicitly decrying the growth of Arminian and papist influences, whilst also highlighting the disagreement over prerogative and the right to raise revenue. Thus the sources may be used as strong evidence both for and against the claim in the question.</p> <p>Candidates can use own knowledge to examine a range of problems. The reference to the parliaments of 1621 and 1624 (Source 17) may be developed by considering issues such as the Commons' preference for a naval war, perhaps considering their limitation of tonnage and poundage in 1625 with reference to this in the protestation of 1629 (Source 18). Candidates may explore issues such as the Spanish Match and its ultimate failure, the debate over the nature of English support for the Palatinate or wider intervention against Spain, the failure of Mansfeld's expedition in 1625 or Buckingham's efforts to wage war with France, such as the ill-fated expeditions of 1628. Candidates may also examine the repeated dismissal of parliaments from 1625 and the attempt to impeach Buckingham in 1626 as part of a longer-term breakdown in relations which encompassed parliamentary privilege, finance, personality and the role of advisers as well as foreign policy. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. 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 extent to which foreign policy was at the heart of the dispute between King and Parliament, with a sharp focus on agreement or disagreement with the given view.</p>	40

