

AEA

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Table of Contents

General Instructions Page 4

Section A

Question 1a Page 4

Question 1b Page 6

Question 1c Page 7

Section B

Generic Level Descriptors Page 9

Indicative Content Page 9

GENERAL INSTRUCTIONS (applicable to both Sections A and B)

In questions where each level contains a range of marks, bullet points one and two should be used to decide the level which the answer has reached. When awarding marks within a level, move up or down from the mid-point according to the extent to which the remaining criteria are met.

QUESTION 1 (a)

Study Source 1

In what ways, according to the author of Source 1, has the discipline of social history changed over the past thirty years?

(6 marks)

GENERIC LEVEL DESCRIPTORS

Level 1

The answer shows the ability to:

- comprehend and begin to analyse the key points of argument.
- select appropriately from the source material in support of the analysis offered.

1-2 marks

Level 2

- The answer shows the ability to understand the basis of the arguments offered by the author.

3-4 marks

Level 3

- The answer shows the ability to explore the arguments offered with confidence and discrimination.
- Treatment of argument and discussion of evidence selected will show that the work has been fully assimilated.

5-6 marks

INDICATIVE CONTENT

Three 'ways' in which, according to John Tosh, the discipline has changed are

- there has been redefinition of the *content* of social history – there has been movement away from narrowly focused studies of history of social problems / everyday life / labour history towards the history of social structure
- there have been changes in *methodology* – movement away from use of records of large corporate institutions towards the use of a broad range of sources, composed for different purposes, to reconstruct composition and place in social structure of different social groups
- there has been change in the *status* of the discipline - more generally (though this to some degree is subsumed within the first two points) there is the idea that the discipline has become more ambitious, has raised its sights – and is no longer a 'poor relation'.

At L1, one of these 'ways' are likely to form the basis of the discussion and the answer is likely to be limited in terms of penetration, proceeding by means of extraction and citation rather than developed explanation. At L2 there needs to be secure recognition of both the content and methodology points with an attempt to explain and exemplify the relevant arguments in the candidate's own words. For L3, look for explicit categorisation of content and methodology points, demonstrating sharp and clear understanding of the nature of these changes and awareness of the changed status of the discipline – from 'poor relation' to 'prominence'. NB Do not go direct to L3 simply because all three changes (content, methodology, status) are identified – the accompanying level of understanding and penetration needs to be high.

QUESTION 1 (b)

Study Source 2

Richard Evans maintains that traditional political historians focus on the influence of 'peculiarities of their own personality' on the decision-making of 'great men' and neglect the 'wider forces' at work (lines 7-9). In relation to one significant decision in political history you have studied, explain the importance of both the 'peculiarities of personality' of the decision-maker or decision-makers involved in making it, and the 'wider forces' at work.

(14 marks)

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of the proposition and demonstrates some conceptual awareness.
- Historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-5 marks

Level 2

- The answer shows a clear understanding of the analytical demands of the question, demonstrating secure conceptual awareness.
- The historical knowledge deployed in relation to the question will be secure, and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well directed.

6-10 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The author's argument is fully analysed and the candidates' argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the author's view
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout

11-14 marks

INDICATIVE CONTENT

NB This is very largely an 'own knowledge' question. The sources is used essentially as stimulus and there is little in it that candidates can draw upon directly in their answer. The qualities looked for in answers are

- a clear, sharp focus on a political decision
- selection of an appropriate decision which facilitates discussion of the factors identified in the question
- in-depth contextual knowledge and understanding of the decision selected for discussion

- a clear awareness of the possible meanings of the terms / phrases 'peculiarities of their personality' and 'wider forces'
- clear explanation of the role in the decision of both 'peculiarities of their personality' and 'wider forces'

Clear focus on a decision and secure contextual knowledge/ understanding will by themselves only be worth L1 if what's offered is essentially a descriptive account with no attempt, or only a limited attempt, to address 'peculiarities of ... personality' and 'wider forces'. The phrase 'limited attempt' here would include answers in which understanding / consideration of 'peculiarities' and 'wider forces' is implicit rather than explicit'. At L1 decisions selected for discussion may not be entirely appropriate in terms of facilitating discussion of 'peculiarities' and 'wider forces'. At L2 discussion will be of an appropriate decision and there will too be explicit consideration of the meaning of 'peculiarities' and 'wider forces' plus an attempt to explain the role of both in the selected decision - but the answer is likely to be less than wholly persuasive either because conceptual understanding of 'peculiarities' and 'wider forces' is plausible rather than sophisticated and / or because the explanation of their role in relation to the decision lacks penetration, direction, sharp pointing. At L3 expect discussion of a highly appropriate example; a mature and sophisticated conceptual grasp of 'peculiarities' and 'wider forces'; precise, detailed contextual knowledge; and penetrating, sharply pointed, well-controlled explanation.

QUESTION 1 (c)

Study Sources 1 and 2

Some historians have argued that 'the history of the great majority of human beings' is both 'impossible to study' (Source 2, lines 17-18) and also unworthy of study, because these people 'hardly ever mattered' (Source 2, line 27).

Making reference to both sources, and to your wider historical reading, assess the validity of this view.

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of at least one proposition and, in considering it, demonstrates some conceptual awareness.
- The historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The answer demonstrates secure conceptual awareness, showing a clear understanding of the arguments of at least one source and offering integrated responses calling on other reading and appropriately selected historical knowledge.
- The historical knowledge deployed in relation to the question will be secure and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The authors' arguments are assimilated and the candidate's argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the presented views (Sources 1 and 2) in the light of own knowledge and reading
- The candidate's ability to analyse complex historical ideas and concepts will be communicated throughout in writing which is well-controlled, coherent and well directed throughout.

15-20 marks

INDICATIVE CONTENT

What is looked for in the strongest work here is -

- clear-minded discussion of both 'impossible to study' (where the focus should be on the nature of the evidence available to the historian) and 'unworthy of study' (where the focus should be on such questions as whether the 'great majority' were active shapers of history or whether they were simply shaped by it, and whether historical writing ought as a matter of principle confine itself to those exerting influencing on others)
- an effective synthesis of ideas derived from the sources and points based on 'wider historical reading'

A range of different kinds of answer is possible but perhaps the most likely hierarchy is

L1 – answers which are exclusively or very heavily derived from the sources, with little or no reference to wider historical reading, and which are unbalanced in the sense that they focus heavily on either 'impossible to study' *or* 'unworthy of study'.

There is of course relevant material in both the sources. Source 1 is useful for 'impossible to study' because it suggests that history of the 'great majority' is technically difficult, but not impossible, to write because of (i) the need to reconstruct from a range of difficult sources (ii) the literacy factor. Source 2 also makes reference to the literacy point but is most useful for the 'unworthy of study' point because it draws attention, for example (i) to the view of the masses as mindless, passive, inconsequential (ii) to the idea that the masses' experience of death, disease etc has much to tell us about the human condition

L2 – answers which are well balanced between 'impossible' and 'unworthy' but are largely source based with 'wider reading' not providing a great deal in the way of ideas or supporting evidence. It may well be too that at L2 that such 'wider reading' as is referred to is of books which are essentially A Level primers rather than anything weightier. If L2 candidates do make reference to anything weightier they might very well fail (implicitly or explicitly) to distinguish in terms of significance between A Level primers on the one and works of scholarship on the other.

L3 – answers which are well-balanced between 'impossible' and 'unworthy'; which are an effective synthesis of use of the sources and use of 'wider reading'; and in which 'wider reading' appears to have extended beyond A Level primers.

SECTION B

GENERIC LEVEL DESCRIPTORS

Level 1

- The answer shows adequate understanding of the focus of the question, demonstrating some conceptual awareness
- Historical knowledge related to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The candidate offers an answer which shows a clear understanding of the analytical demands of the question and demonstrates secure conceptual awareness.
- Historical knowledge deployed in relation to the question will be well selected, secure and accurate.
- Points are adequately developed some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a complete and clear understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the questions set, demonstrating confidence in moving between generalisation and detailed discussion
- All arguments are convincingly developed and the answer displays genuine independence of thought
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout

15-20 marks

INDICATIVE CONTENT

2. The best answers here will offer a sustained and wide-ranging exploration of the relevant skills (such as, for instance, the capacity for research; the capacity to write in an attention-inducing way; imagination) and will take a clear, as opposed to a non-committal, line in relation to the question set. These points could be used either to support the quotation or to challenge it – research could be said to distinguish the historian from the imaginative writer, but could equally be said to be as important to the imaginative writer as to the historian; the literary qualities of the historian could be said to be unimportant or consequential; imagination could be held to be unimportant, because the historian works closely and scrupulously from his or her evidence, or important, because reconstruction / evocation of the past from fragments requires a feat of imagination. If answers are impressive in terms of depth but one-dimensional in that they have only one idea or theme to offer L2 is the most likely outcome.
3. A starting-point here is a secure understanding of what a moral judgement is. In L1 work understanding is likely to be implicit but at the higher levels there will be explicit consideration and, especially for Level 3, exemplification. At the heart of strong answers will be penetrating discussion of whether offering judgements of this kind is the historian's province, and this of course can be argued either way. Difficult to legislate here for particular points that might be made but the issue of what moral

standards might be used in making such judgements might very well feature – the moral outlook of the individual historian? the moral standards of the historian's own time? the moral standards of the time being written about? When contemplating the award of L3, look out (in addition to the criteria suggested above) for well-chosen examples and for a clear 'how far' judgement. Non-committal answers which rehearse relevant arguments without taking a view ought not to go to L3.

4. Answers which confine themselves in relation to a specified period to illustrating and / or explaining the significance of war as a factor in bringing about change – that is, answers which do not recognise the comparative element in the question and which do not consider the significance of other factors – will find it difficult to get beyond L1 or at best lower L2. In stronger answers the focus will be firmly on the relative importance of war and this entails the consideration of other relevant factors. What these other factors might be will clearly depend on the particular historical context chosen. To distinguish between L2 and L3 apply the generic level descriptors above – L3 work will be better-supported, more systematically argued and better directed and controlled than L2 work.

An issue which may arise here concerns the candidate who restricts his or her discussion to *one single war* such as the 1914-1918 war in circumstances where the question asks for reference to a period or period. This, if it proves to be a problem, can be discussed at moderation but provisionally it can be suggested that such work, if very well done, can go to the top of L2. The spirit of the question is to invite discussion from a broader perspective than that of a single war – confine L3 for those who show awareness of this point.

5. This is not intended as a question about contemporary history as such – the history of the late twentieth century - but rather as a question about the nature of history. It could be answered just as well by (e.g.) a seventeenth-century specialist with things to say about the likes of Clarendon or Lucy Hutchison as by a late twentieth-century specialist. Look for consideration of such issues as the availability / accessibility of evidence, the issue of bias and whether it can be avoided (and perhaps of whether it matters or not if it is avoided) and the issue of perspective. One dimensional answers which concentrate on one theme or issue only are likely to be L1 – for L2 and L3 there needs to be range in the pointing. Answers which use as their evidence base *either* 'the time through which you have lived' *or* 'any historical period(s) you have studied' can go to the top of L2 but not to L3. One of the characteristics of L3 work will be confident and apposite reference to both.

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