

Mark Scheme (Results)

Summer 2012

GCE History (6HI02/B)

Unit 2: British History Depth Studies

Option B: British Political History in the  
19th Century

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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</p>



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

A02b (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 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><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.

**B1 Britain, 1830-85: Representation and Reform**

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Source 1 and Source 3 are both critical of O'Connor whereas Source 2 is a celebratory poem about him. Source 2 does suggest that he is an effective leader as it refers to the fact that he is able to galvanise the people who will 'rally around him'. Despite their critical stances, this aspect of O'Connor's leadership qualities does actually find support in both Source 1 and Source 3. Source 1 refers to his popularity in the North and Source 3 points out that he has encouraged a number of men for a long time. However, both Source 1 and Source 3 do not see this as a positive aspect of his leadership. Source 1 points out that he is popular among 'the unthinking crowd' and Source 3 that his followers are 'mistaken men'. Source 1 and Source 3 also agree that O'Connor's leadership has detrimental effects; Source 1 is vague about these effects – 'evil results', whereas Source 3 is more specific – he encouraged the mistaken views of the Convention. This contrasts with Source 2's claim that O'Connor is promoting 'sweet liberty'. When considering these arguments, candidates should weigh the importance of the provenance in reaching their final conclusions. The two critical sources come from individuals who knew O'Connor but clearly did not agree with him and his methods and who were writing their recollections after the ending of the main part of the movement. The positive source comes from the height of the Chartist campaign. Any legitimate conclusions which are drawn regarding these issues should be credited.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about whether or not Feargus O'Connor was an effective leader.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the reason for the passage of the 1832 Reform Act. The sources deal with two potential explanations – the threat of revolution and the existence of abuses in the unreformed system. Candidates are likely to begin by referring to Source 4 from which the question stem is taken. This source refers to the ‘two year period of high political tension’ and this reference could be expected to be developed by candidates by reference to their own contextual knowledge to show the impact of the reform agitation on the progress of parliamentary attitudes and legislation between 1831 and 1832. This view of the main cause of the Reform Act might be supported by reference to Source 6, which implies that the government was aware that there may have been some risk from an alienated middle class and that the decision to reform was a strategy designed to keep their support. However, the focus of Source 6 is also linked to the abuses of the unreformed system and the need to change the system because it had been brought into disrepute. The nature of some of these abuses is clearly outlined in Source 5 and candidates can be expected to develop and extend these from their own contextual knowledge. However, the source also hints at support for the notion of the threat of revolution; Palmerston refers to ‘the feelings of the times’ and this might be taken to mean the threat of revolution. Palmerston is making this speech to the House of Commons at the time of the introduction of the first Reform bill. Candidates may come to a conclusion based on one explanation or the other or they may try to link the two explanations. Alternatively, they may introduce other possible explanations that were not considered in the sources, such as the influence of a divided Tory party. Any of these approaches should be credited.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available. 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 reasons for the passing of the 1832 Reform Act with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The focus of the question is the extent to which the 1867 Reform Act was responsible for significant changes in the nature of the political parties. Both Source 8 and Source 9 agree that there was some element of change in the ways in which the political parties were organised which was brought about by the 1867 Reform Act. Both Source 8 and Source 9 also agree that a key reason for this was the increase in the size of the electorate and the need to address the interests of the newly-enfranchised working class voters. Source 9 appears to be more positive in its view of this new organisation, although both Source 8 and Source 9 agree that its main aim was to influence working class voters. Support for Source 9's view of the effectiveness of the Liberal Party organisation can be found in Source 7. Candidates may, however, wish to comment on the very positive view of party organisation presented in light of the author of the source. Candidates might develop these arguments further by reference to their own contextual knowledge of the Conservative Central Office under John Gorst in order to demonstrate the impact of the 1867 Reform Act on the organisation of both political parties. They might argue that it was the role of individuals, such as Chamberlain and Gorst, combined with the new electorate that brought such changes about. Source 8 points out that the 'nature' of political parties is not just about organisation and argues that the 'fundamental nature' of both parties changed very little. Source 8 refers to a lack of change in 'leadership, the control of policy and the social composition of the House of Commons'. Candidates could use their own contextual knowledge to develop some of these themes and show how little had changed as a consequence of the 1867 Reform Act. It is legitimate for candidates to write about the entire period to 1885 and they should be credited for any appropriate development and argument.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available. 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 impact of the 1867 Reform Act on the nature of political parties with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

**B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75**

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Candidates are likely to begin by examining Source 10 which notes that the amount of money spent on relief in 1798 was insufficient to alleviate the situation of the poor. Source 10 and Source 12 agree that there is a view held by certain groups that much of the money allocated to poor relief was embezzled by those who were supposed to be administering it. Some candidates may pick up that neither source actually states this as a proven fact – they are simply reporting on the views of some people. Source 10 comes closest to criticism when he says the money is ‘ill-managed’. Source 10 and Source 11 agree that the impact of pauperism is an important reason for needing a new system. Source 10 refers to the ongoing nature of distress among the poor despite the costs of relief while Source 11 suggests that the children of paupers are more likely to be imprisoned. This latter point could be linked to the desire to reduce the costs linked to imprisonment. Source 12 adds yet a further reason for change – the fear of violence among the ‘labouring classes’ and therefore, implicitly, the need to have a system which will prevent this. Candidates therefore have a range of different explanations to explore in this question and should weigh them up with the help of the provenance of each source. The sources cover a fairly extensive time period and come from different types of reports, thus showing the continuing importance of certain themes for a sustained period of time. Any legitimate conclusions which are drawn regarding these issues should be credited.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement as to whether or not the New Poor Law was introduced in order to prevent the mismanagement of Poor Law funds.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the role of Edwin Chadwick in bringing about improvements in public health in the period 1838 to 1854. Source 13 and Source 15 clearly disagree about the importance of Chadwick and thus reflect the level of controversy about him that has persisted from the 1840s to the present. Source 13 takes a positive view of his achievements, referring to a number of issues that can be identified - the link he made between poverty and ill health, the role he played in experimentation for new engineering projects and his commitment to extending the role of government so that major projects could be undertaken. These issues can be amplified by reference to Chadwick's own words in Source 14. Although his explanation for the spread of disease was wrong, the solutions he recommended for preventing it were valid and he did attempt to act upon them. Source 14 refers to a range of areas of public health with which Chadwick was concerned, including poor drainage, poor water supplies and poor housing. The issues derived from Source 13 and Source 14 can be further developed from the candidate's contextual own knowledge. This development might well include some criticism of Chadwick and his lack of specific knowledge. This interpretation can be further reinforced by reference to Source 15. This suggests that the role played by Chadwick was much more negative in alienating people and it might be concluded that things were better after 1854 when he was removed from office. Although it acknowledges the importance of the contribution of the Public Health Board, it still concludes that Chadwick was more of a hindrance than a help. Candidates might draw on their own contextual knowledge to demonstrate the contribution of others in this period e.g. John Simon and John Snow and argue that they were more/less significant than Chadwick. Joseph Bazalgette had begun to develop his engineering ideas but not to implement them.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available. 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 role of Edwin Chadwick in the progress made towards public health in the period, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40



Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is the way in which the New Poor Law operated. Source 16 and Source 18 agree that the intention of the New Poor Law was not to be harsh, but they disagree on how this actually operated in practice. Source 16 contends that the New Poor Law actually demonstrated ‘a kindly concern’ for the poor and suggests that this was evident in the ways in which the poor were treated with regard to a number of issues. Candidates can be expected to take the issues referred to in the source – medical care, diet, education, discipline, health and flexible arrangements – and develop at least some of them by reference to specific examples from their contextual own knowledge. They should consider how typical these arrangements were, although this might be done in a separate section that compares the typicality of each of the three sources. In sharp contrast to Source 16’s view of the system is the image presented by the contemporary Source 17. This highlights some of the typical types of tale that were being presented in the 1840s of the conditions to be found in the ‘bastilles’. Candidates should consider the provenance of the source and the reasons such stories were circulating at this time. They should again consider how typical such arrangements were and might make contrasts between the sources. Although Source 18 does not take quite such a dim view of the system as Source 17, the two sources are agreed that the purpose of the system of less eligibility was to deter the poor from claiming relief. Source 18 suggests, in contrast to Source 16, that the system was cruel, albeit not physically cruel, and not intentionally even psychologically cruel. Candidates could develop these arguments and again comment on their typicality. Candidates have therefore been presented with three different views, although there is some common ground between them.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available. 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 way in which the New Poor Law operated across the period with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

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