

Mark Scheme (Results)

Summer 2013

GCE History (6HI03)

Option B

Politics, Protest and Revolution

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Publications Code US036159

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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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>

		<p>essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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

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: AO1a and AO1b (7% - 16 marks) AO2b (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.

AO1a and AO1b (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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>

		<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its</p>

		range/depth or the quality of written communication does not conform. High Level 5: 16 marks The qualities of Level 5 are securely displayed.
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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.

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.</p> <p>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</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks</p> <p>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</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks</p> <p>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</p>

		<p>information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks</p> <p>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</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks</p> <p>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.</p> <p>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</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks</p>

		The qualities of Level 5 are securely displayed.
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

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%

Section A

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>This question addresses the reasons for the downfall of absolute monarchy in 1789 and offers as the stated factor the financial problems that had bedevilled the government of Louis XVI throughout the 1780s. At level 2 and below a narrative of the crowded events of 1787-89 is likely to predominate. At level 3 there will be a causal analytical focus on the dramatic change of the monarchy's status. A causal analysis which neglects the stated factor can only reach the bottom of the level, i.e. one that simply addresses other issues such as the personality of the King, the unpopularity of Marie Antoinette, the impact of enlightenment thought, possibly illustrated by reference to Beaumarchais' Figaro, the economic crisis of spring 1789 etc. If the stated factor is addressed but not evaluated in terms of other factors then higher level 3 may be awarded. Here there is likely to be consideration of the growing debt and the impact of war wedded to consideration of the attempts to amend the inadequate taxation system, culminating in the calling of the estates - general for the first time since 1614. At level 4 there will be an explicit attempt to evaluate the stated factor in terms of some of the other factors. 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 but there should be an awareness shown of their inter-play and possibly the role of contingency in the events of 1789.</p>	30

Question Number	Indicative content	Mark
2	<p>This question invites candidates to analyse the motives behind the important series of reforms carried out by Napoleon as Consul and Emperor. At level 2 and below, a simple narrative of the period 1799-1807 is likely to be offered or even of the events of the coup of Brumaire and its immediate aftermath. At level 3 a causal analysis of the reforms will be offered but analysis cannot gain the upper end of level 3 unless candidates address the stated motive of consolidating his own power. This is most likely to be addressed through the Concordat with the papacy or the constitutional arrangements and in particular their amendment in 1802 to give Napoleon as the head of the executive greater power. Candidates who completely neglect the stated factor and focus on other motives, the healing of wounds and promotion of efficiency after a period of chaos, can still gain level 3 but should be confined to the bottom of the level. For level 4 the stated motive should be evaluated in terms of alternative explanations - 'the nation is as so many grains of sand, I intend to bind it together with institutions of granite'. Clearly some of the reforms were not directly linked to the consolidation of his power, e.g. the Code Civile. For level 5 look for sophisticated evaluative analysis which sees the interconnection of motives. The Concordat with the papacy served Napoleon's personal ends but also healed a troublesome fracture within France. The war on banditry and the institution of prefects served the cause of law and order after the chaos of the 1790s but consolidated Napoleon's grip on the country and also heightened his popularity.</p>	30

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

Question Number	Indicative content	Mark
3	<p>This question addresses the causes of the revival of reform of the political system as a political issue in the quarter of a century 1760-85 and offers the proposition that this arose from the efforts of a few committed individuals such as John Wilkes, Christopher Wyvill, Edmund Burke etc. Wilkes' actions are probably the most likely to be used to illustrate the proposition and the importance of singular individuals. This clearly raises a general philosophic question about the relationship of individuals to movements and circumstances. At level 2 and below a narrative of the lives of all or some of these or of the main developments in this period is likely to predominate. At level 3 there will be an analysis of the causes of the revival of the reform issue. If this ignores the key phrase about 'totally driven by a few committed individuals' and instead focuses on other causes, such as the American situation, the resentment of George III and the perceived growing power of the crown, the growing importance of commercial and industrial centres etc., then low level 3 is appropriate. If there is simply a focus on two or more individuals then high level 3 can be awarded. At level 4 there will be explicit coverage of the role of two or more individuals but their roles will be evaluated in a broader context of other causes and circumstances. Even at level 5, where sustained evaluation of the key phrase will take place, the consideration of individual initiatives will not be exhaustive but candidates may, in addition to the three named individuals above, be aware of the roles of such figures as Granville Sharp, John Jebb or even, in 1784, William Pitt. At this level there should be an appreciation of the interplay between individual effort and initiatives and appropriate circumstances.</p>	30

Question Number	Indicative content	Mark
4	<p>This question addresses the causes of the failure of the radical movement in the years 1793-1815 and invites evaluation of three stated causes suggesting that two of them are more important than the third, government repression.</p> <p>Candidates are likely to cover repression with knowledge of the various government initiatives to weaken the radicals - the trials in England and notably in Scotland where savage sentences were passed down by Lord Braxfield. Habeas Corpus was suspended in 1794 and the Public Meeting Act and Seditious Practices Act passed in 1795. More repression was to follow in 1799 with the Combination Act and the fresh restrictions on the press. The other stated factors to be considered are the upsurge in patriotism brought about by the struggle with France and also the upsurge in loyalism evidenced in the 756 addresses of thanksgiving for the King's recovery in 1788 and the impact of religious revivalism. This latter will probably see coverage of Hannah More and her Cheap Repository Tracts, the spread of the Sunday School movement, the influence of Methodism and possibly individuals like Wilberforce.</p> <p>At level 2 and below a narrative of development or repressive 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 and weighing of all three causes and thus a real evaluation. Even at level 5, where sustained evaluative analysis of the question takes place and all three causes of radical failure are weighed, the consideration of all measures and initiatives will not be exhaustive.</p>	30

Section B

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>The question invites candidates to assess the significance in the downfall of the monarchy in August/September 1792 of the flight to Varennes in June of the previous year. Most candidates will probably be aware of its damaging effects and be able to elaborate on the reference to the growth of republicanism in its immediate aftermath, referred to in Source 1. Clearly Source 1 points up the damage done with its use of the phrase 'major milestone' but it does clearly argue that monarchy survived and the flight to Varennes per se did not destroy the monarchy. Source 2 can be used to reinforce this latter point but it also introduces an additional cause - the 'new constitution' and the suggestion that it was unworkable. It can also be used to support the statement in Source 1 that the King was duplicitous and by implication unsuited to the role of constitutional monarch. Source 3 clearly draws attention to the impact of war and candidates will be able to elaborate on this key development from own knowledge. They will also be able to supplement the reasons given here with knowledge of the worsening economic conditions. Some may recognise the Marxist flavour of Source 3 but this is not necessary even for the highest marks.</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, e.g. 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 2 and with own knowledge, probably producing a rather one-sided case that the flight showed Louis to be untrustworthy and laid the basis for his downfall the following year. 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, as suggested in Source 1, but also linked to Source 3 and the effects of war.</p>	40

Question Number	Indicative content	Mark
6	<p>The question invites candidates to consider the Peninsular War as a decisive factor in Napoleon's downfall. Clearly Source 4 points up the devastating consequences. This point may be developed with considerable contextual knowledge particularly the reference to the boost in British morale and to this candidates might add the encouragement offered to other potential opponents. Candidates may also use own knowledge to develop a case on Wellington as a general able to puncture the image of French invulnerability. Countering the main thrust of Source 4 is Source 5 with its reference to the primacy of the Russian campaign which candidates will be able to develop. Source 6 draws attention to the situation in France in 1814 and refers indirectly to the loss of a further army in 1813, which may be elaborated upon with details of the Leipzig campaign.</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, e.g. a lengthy account of the war in Spain and Portugal. 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 it was largely the 1812 disaster that did for him, even though the war in Spain weakened France. 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 but should pick up on the key point in Source 6 that it was the inter-relation of discontent at home with foreign invasion that made domestic opposition effective.</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 policies of Lord Liverpool's Government in the troubled seven years of 1815-20. Clearly Source 7 suggests that the use of spies was extremely damaging filling the government with misinformation and, by their behaviour, actually encouraging acts of rebellion. Candidates will be able to elaborate on this source with own knowledge about the Pentrich Rising. Source 8 partially agrees with Source 7 when it hints at incompetence on the part of spies 'who were professional only in the sense that they were paid,' but it does challenge Source 7 when it refers to the very useful information supplied by Oliver. Source 9 clearly sees the discontent as being not just a figment of spies' over-heated imagination but rooted in the difficult social and economic conditions of the times, which candidates will develop with own knowledge. It also refers to the plot to murder the cabinet and the very effective use of spies in bringing Thistlewood to the gallows.</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, e.g. 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 suffer from a reliance on unreliable spies. At level 4 there should be a real debate about the responses of the Liverpool administration in countering discontent. This will show a real awareness of the different perspectives of the three sources regarding the role and importance of spies, and will be 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, the relative feebleness of governments faced with the prospect of disorder and the authorities' reliance on methods which, in the case of spies, could prove defective.</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 c.1780-1830. Clearly Source 10 supports the stated proposition of 'a step forwards for workers' even though it initially uses the phrase as part of a posed question, setting 'step forwards' against 'distress and degradation'. The rest of the short extract seems to argue for the positive effects of change, even though it concedes that some groups clearly lost out. Here candidates are likely to use own knowledge to develop the connection between particular social groups and social and economic misery. Source 11 seems to point heavily in the direction of 'distress and degradation' with its focus on the blacker attributes of urbanisation. Here candidates will bring their own knowledge into play either to enlarge upon the case made or to refute it with reference to some of the more positive attributes of urbanisation. Source 12 can be cross-referenced with the other two sources and it clearly contradicts the view of urbanisation leading to rising death rates.</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, e.g. a detailed account of the difficulties and miseries facing the newly urbanised poor in these years. At level 3 candidates will begin to integrate the sources with one another and with own knowledge, possibly producing a rather one-sided case that economic change largely induced misery and new opportunities for the labouring classes did not counter-balance this. 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 and social opportunities which are hinted at in Source 10 with its use of the phrase 'a step forward'.</p>	40

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