

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel Level 1/Level 2  
Certificate in History (KH10/02)

Pearson Edexcel International  
GCSE in History (4HI0/02)

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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.

## Section A

**A1 (a)** Target: Source comprehension and interpretation (AO3)

(3)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg The source shows Marie Antoinette wearing expensive clothes with her hand on a globe.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that Marie Antoinette is powerful...</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b> <i>eg The source suggests that Marie Antoinette is powerful because it shows Marie Antoinette with her hand on a globe...</i>	<b>(3)</b>

**(b)** Target: Corroboration by cross-referencing of sources (AO3)

(7)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support / differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about the influence of the Enlightenment.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg Source C supports Source B because Source C suggests that the Enlightenment was popular in France even with some members of the nobility and Source B says that some members of the nobility gave enthusiastic support to the movement.</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg As Level 2. Some differences. Source B suggests that the Enlightenment was not seen as a serious threat to the established order. Source C stresses that the Enlightenment was a serious threat to the established order. Overall strong agreement between the two sources.</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8)

		<b>(15)</b>
<b>Level</b>	<b>Descriptor</b>	<b>Mark</b>
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B mentions the Enlightenment.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source C suggests that the Enlightenment challenged the established order.</i></p>	<b>1-4</b>
<b>Level 2</b>	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source B says that the ideas of Voltaire and Rousseau were popular even with the nobility. Source C stresses the importance of the Enlightenment in challenging the monarchy and the First Estate.</i></p>	<b>5-8</b>
<b>Level 3</b>	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However, Source D also suggests that there were other reasons including the bad harvests of the 1780s and the extravagant lifestyle of the King and Queen. This, in turn, increased their debts and led to the calling of the National Assembly to ask for increased taxes.</i></p>	<b>9-12</b>

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg As Level 3. B and C suggest it was due mainly to the ideas of the Enlightenment. However, although these ideas did increase opposition to the monarchy and the First Estate, the fundamental causes of the revolution were the more immediate economic problems of the 1780s, including high taxes and poor harvests, accentuated by the extravagant lifestyle of the monarchy shown in Source A...</i></p>	<p><b>13-15</b></p>
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**Total for Question A1 = 25 marks**

**A2 (a) Target: Source comprehension and interpretation (AO3)**

**(3)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg The source shows that an airship is sailing with the convoy.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that the convoys were well organised...</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b>  <i>eg The source suggests that the convoys were well protected because it shows this convoy being escorted by a destroyer and an airship...</i>	<b>(3)</b>

**(b) Target: Corroboration by cross-referencing of sources (AO3)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support/differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons.  <i>eg The two sources disagree about the Battle of Jutland.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg Source C disagrees with Source B about the Battle of Jutland. Source B suggests that the battle was a success for the Germans who had few losses and sank a number of British ships. Source C suggests that the Germans suffered heavy losses and avoided conflict with the main British fleet.</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg As Level 2. Some similarities. Source B mentions the sinking of the British battle cruisers, the Queen Mary and the Indefatigable, and both say that the German fleet returned to port. Overall, Source C strongly challenges the views of Source B about the Battle of Jutland.....</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source C says that the enemy's losses were serious.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source C suggests the Germans were defeated at Jutland because the enemies losses were serious.....</i></p>	(1-4)
Level 2	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source C suggests that it was the Battle of Jutland that was the main reason for the failure of the German threat to Britain at sea. This is because it says that the Germans suffered heavy losses. Source D supports this by mentioning the success of Jutland in dealing with the German threat .....</i></p>	(5-8)
Level 3	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However, Sources A and D suggests that it was due to the British success in dealing with the U-Boat threat. Source A shows a convoy which is well protected at sea and in the air. Convoys greatly reduced the number of Allied merchant ships being sunk and increased the loss of U-boats. This is supported by Source D which mentions other anti-U boat measures such as Q-boats and raids on the U-boat bases...</i></p>	(9-12)

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg As Level 3. However, Source B suggests that Jutland was not a victory for the British who suffered greater losses during the battle. The anti-U-boat measures were the main reason for the failure of the German threat to Britain especially the introduction and success of the convoy system in April 1917, at a time when Britain was down to only 6 weeks supply of bread due to the number of U-boat sinkings...</i></p>	<p><b>(13-15)</b></p>
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**Total for Question A2 = 25 marks**

**A3 (a) Target: Source comprehension and interpretation (AO3)**

**(3)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg It shows children who are very ill.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that the famine was having a terrible effect on Russia.</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b>  <i>eg. The source suggests that the famine was having a terrible effect on Russia because it shows two children who look very undernourished and close to death..</i>	<b>(3)</b>

**(b) Target: Corroboration by cross-referencing of sources (AO3)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support/differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons.  <i>eg The two sources agree about the effects of War Communism.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg Some support. Source B mentions starving old men with emaciated bodies and under-nourished women and children. This is supported by Source C which suggests food shortages and very thin men, women and children...</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg As Level 2. Some differences. Source B focuses on plight of peasants. Source C describes conditions in a city, Petrograd. Source C also says there were fuel shortages, not mentioned in B. Overall, strong support between the sources about the terrible effects of War Communism...</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	<b>0</b>
Level 1	<p><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source A shows members of a family close to death...</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source B suggests the NEP was introduced because that there were terrible conditions for many families. This was because much of the food was seized for the Red Army....</i></p>	<b>(1-4)</b>
Level 2	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A suggests that it was due to the plight of the peasants as it shows a starving family close to death. Source B also suggests that peasants were suffering due to the effects of War Communism....</i></p>	<b>(5-8)</b>
Level 3	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. Source C suggests that it was also due to poor conditions in towns and cities, describing the effects of food and fuel shortages in Petrograd. Source D supports this by mentioning the effects of the severe winter of 1920-21 on the cities which led to repeated strikes...</i></p>	<b>(9-12)</b>

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg. As Level 3. Sources A, B and D do suggest that conditions were very poor for the peasants. Sources C and D suggest that the situation in the cities was just as bad with severe food and fuel shortages and the effects of the severe winter of 1920-21. Source D also mentions the more immediate reason for the NEP, the Kronstadt Mutiny of February 1921. Overall Lenin introduced the NEP due to discontent throughout Russia and not just the plight of the peasants .....</i></p>	<p><b>(13-15)</b></p>
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**Total for Question A3 = 25 marks**

**A4 (a) Target: Source comprehension and interpretation (AO3)**

**(3)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg The source shows a boy holding the hand of a girl.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that the children had suffered because of their fathers' drinking habits...</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b>  <i>eg The source suggests that children had suffered because their of fathers' drinking habits as the children look poor and the caption says 'our shoes and stockings and clothes and food are in there'...</i>	<b>(3)</b>

**(b) Target: Corroboration by cross-referencing of sources (AO3)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support/differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons.  <i>eg The two sources agree about the effects of alcohol.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg The two sources support each other. They both suggest that it has terrible effects. Source C says that it produces widespread crime, poverty and insanity. Source B says that alcohol caused more than three-quarters of poverty and crime and half the cases of insanity....</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg Level 2. Some differences. Source C focuses more on the social effects of alcohol. Source B goes further and mentions the effects on the economy and the efficiency of the nation. Overall strong similarities between both sources about the harmful effects of alcohol...</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8)

(15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source C says that scientific research has demonstrated that alcohol is a poison.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source B says that it is the patriotic duty of the USA to abolish the sale of alcohol. This was during the First World War...</i></p>	(1-4)
Level 2	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A is from the Anti-Saloon League and suggests that alcohol ruins family life. Source B also suggests that alcohol is harming the US nation and reducing national wealth.....</i></p>	(5-8)
Level 3	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. Other reasons for the introduction of Prohibition. Source C shows the support of politicians in Congress. Source D mentions the significance of the Women's Christian Temperance Movement and the Protestant Churches. US entry into the First World War gave greater impetus because many brewers were of German origin...</i></p>	(9-12)

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg As Level 3. The work of Anti-Saloon Movement was important as mentioned in Sources A, B and D because it raised awareness of the problems caused by alcohol and possibly influenced politicians such as the speaker in Source C. However, it was only one of several pressure groups, which campaigned in the years before 1919, including the Women's Christian Temperance Movement and the Protestant Churches. The more immediate cause of the introduction of Prohibition was the US entry to the First World War as mentioned in Source D.....</i></p>	<p><b>(13-15)</b></p>
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**Total for Question A4 = 25 marks**

**A5 (a) Target: Source comprehension and interpretation (AO3)**

**(3)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg The photo shows a big conference room full of people.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that India was well represented at the Conference...</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b>  <i>eg The source suggests that India was well represented at the Conference because you can see a great number of Indian delegates in the foreground of the photo...</i>	<b>(3)</b>

**(b) Target: Corroboration by cross-referencing of sources (AO3)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support/differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons.  <i>eg The two sources disagree about the First Round Table Conference.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg The two sources disagree about the future of India. Source B is totally against granting dominion status to India as it would lead to the downfall of the British Empire. Source C strongly supports the idea of the independence of India and suggests that British domination of India is doomed....</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg Level 2 some similarities. Both sources are opposed to the idea of dominion status. Overall, there are strong differences between B and C about the future of India.....</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8)

(15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that the Conservative MP is opposed to granting dominion status to India.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source C says that the Muslims do not want dominion status. The Muslim League campaigned for independence.</i></p>	(1-4)
Level 2	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg. Source B says that The Conservative MP was against dominion status for India. Source C suggests that there was opposition to the idea of dominion status for India and support for complete independence.....</i></p>	(5-8)
Level 3	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. Sources A, B and C suggest that it was the failure of the Round Table Conferences that led to the growth of opposition. Source A suggests that there were too many delegates representing different interests to reach agreement. Source B shows that there was strong opposition from certain people in Britain. Source C shows that the Muslim League was not happy with dominion status but wanted more independence....</i></p>	(9-12)

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg As Level 3. The failure of the Conferences did bring increased opposition but Source D suggests other more important reasons for increased opposition including the refusal of Gandhi to attend the Conferences as well as the passing of the Government of India Act which served only to alienate both the Congress Party and the Muslims.....</i></p>	<p><b>(13-15)</b></p>
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**Total for Question A5 = 25 marks**

**A6 (a) Target: Source comprehension and interpretation (AO3)**

**(3)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Student offers a piece of information from the source</b>  <i>eg The photograph shows the Pope and lots of people.</i>	<b>(1)</b>
<b>Level 2</b>	<b>One or more unsupported inferences</b>  <i>eg The source suggests that Pope John Paul II was very popular in Poland...</i>	<b>(2)</b>
<b>Level 3</b>	<b>One or more supported inferences</b>  <i>eg The source suggests that Pope John Paul II was very popular in Poland because it shows many Poles in the crowd and they are waving to him...</i>	<b>(3)</b>

**(b) Target: Corroboration by cross-referencing of sources (AO3)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<b>Simple statements which identify support/differences at face value</b>  1 mark – summarises or paraphrases the sources. 2 marks for generalised comparisons.  <i>eg The two sources agree about the situation in Poland.</i>	<b>(1-2)</b>
<b>Level 2</b>	<b>Developed statements identifying support OR challenge based on source contents</b>  <i>eg The two sources agree that conditions in Poland are poor for many people. Source C suggests that there are food shortages, especially of meat, and prices are too high. Source B agrees saying that in some shops there are few supplies, especially of meat...</i>	<b>(3-4)</b>
<b>Level 3</b>	<b>Developed statements identifying support AND challenge and extent of support</b>  <i>eg As Level 2. Some differences. Source C focuses only on food shortages and prices and the need for a free trade union. Source B highlights the differences in the standard of living of Communist Party members and the rest of the Polish people. Overall strong similarities between the two sources in suggesting that the majority of Poles had a poor standard of living...</i>  5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	<b>(5-7)</b>

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8)

(15)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple evaluation, based on sources and/or own knowledge</b>            Answers which make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source A shows lots of people waving to Pope John Paul II.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source A shows that the Pope was very popular in Poland. He supported the Solidarity Movement...</i></p>	<b>(1-4)</b>
<b>Level 2</b>	<p><b>Supported evaluation offering evidence about the historical claim</b></p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A suggests it was due to the Pope's visit because it shows that he was very popular in Poland as was the Catholic religion. Source D also says that the Pope's visit was met with great enthusiasm and that he also supported the Solidarity movement...</i></p>	<b>(5-8)</b>
<b>Level 3</b>	<p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. There were other reasons for the emergence of Solidarity. Sources B and C suggest it was due to the poor standard of living for many Poles. Source C mentions food shortages, long queues and the demand for a free trade union. Rising prices did lead to much discontent in the late 1970s. Source B suggests that the majority of Poles had a poor standard of living and that Communist party members were much better off.....</i></p>	<b>(9-12)</b>

<p><b>Level 4</b></p>	<p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more factors.</p> <p><i>eg As Level 3. Pope John Paul II did much to encourage the emergence of Solidarity as shown by his visit in Source A and his influence in Source D. However, this was just one of several reasons for the emergence of the Solidarity movement. The fundamental problem was the poor standard of living for many Poles as mentioned in Sources B, C and D which encouraged support for Walesa and the idea of a free trade union movement...</i></p>	<p><b>(13-15)</b></p>
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**Total for Question A6 = 25 marks**

**Section B**

**B1 (a)** Target: Source comprehension (AO3)

**(3)**

Question Number	Answer	Mark
(a)	<p>One point <b>1 mark</b>                      Two points <b>2 marks</b>                      Three points <b>3 marks</b>  <i>eg Napoleon deceived his opponents, the French counter-attack split and defeated the Austrian and Russian forces. Thousands of enemy troops were drowned with Austria and Russia losing 27,000 and a great number of cannon.</i></p>	<b>Maximum 3 marks</b>

**(b)** Target: Recall, selection and communication of knowledge (AO1: 3), explanation of key features (AO2: 4) **(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>                      The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.   <i>eg France and Britain fought against Russia.</i>   <i>eg Prussia defeated Austria.</i>                       1 mark for one simple explanation.                      2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>                      The student supports the explanation selecting relevant contextual knowledge.   <i>eg Russia took up defensive position in Crimea where they were attacked by British and French forces...</i>   <i>eg Prussian forces defeated Austria in war known as Seven Weeks War due to superiority of Prussian armed forces...</i>                       3-4 marks for one or more supported explanations.                      Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>                      An explanation analysing feature(s) supported by selected knowledge.   <i>eg As level 2-additionally could link strength of Russian defences to failures of Anglo-French attacks.</i>   <i>eg Could link Prussian victory to weaknesses of Austria...</i>                      5-6 marks for one or more features.                      Award marks according to range/depth of support                      7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1: 7), explanation, analysis and judgement of change (AO2: 8)

Level	Descriptor	(15) Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or makes unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The Battle of Trafalgar brought some changes.</i></p>	(1-4)
Level 2	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Battle of Trafalgar and subsequent changes in surface vessels.</i></p> <p>High level 2 (7-8) Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/ comparisons are implied or partial.            11 marks - Considers the stimuli only making links/comparisons explicit.            12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on change and/or continuity in surface vessels following the Battle of Trafalgar – development of iron vessels and steam power and implications for naval warfare and the introduction of the submarine...etc.</i></p>	(9-12)

<b>Level 4</b>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg As Level 3. Judgement on continuity in the years following Trafalgar but more significant changes with development of iron vessels, steam power and the emergence of submarines.....</i></p>	<b>(13-15)</b>
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**Total for Question B1 = 25 marks**

**B2 (a)** Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point <b>1 mark</b>            Two points <b>2 marks</b>            Three points <b>3 marks</b></p> <p><i>eg Chadwick and Snow did much to bring about change. The cholera epidemic of 1865-66 led to further change as well as the introduction of a Sanitary Act in the 1870s. This enabled local authorities to appoint sanitary inspectors.</i></p>	<b>Maximum 3 marks</b>

**b)** Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

(7)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>            The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Much opposition to anaesthetics.</i></p> <p><i>eg Lister developed antiseptics.</i></p> <p>1 mark for one simple explanation.            2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>            The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Could describe problem of pain in operations and work of Morton and Simpson...</i></p> <p><i>eg More details of infection and work of Lister and application to surgery and hospitals...</i></p> <p>3-4 marks for one or more supported explanations.            Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>            An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>eg As Level 2. Could link problem of pain in operations to development of anaesthetics.</i></p> <p><i>eg Could link problem of infection in hospitals and operations to work of Lister ....</i></p> <p>5-6 marks for one or more features.            Award marks according to range/depth of support.            7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1: 7), explanation, analysis and judgement of change (AO2: 8)

Level	Descriptor	(15) Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The First World War encouraged change because of improvements in surgery.</i></p>	(1-4)
Level 2	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of developments in surgery during the First World War. Could include early stages of plastic surgery, blood transfusions.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2)</p> <p>9 marks - Considers the stimuli only but links/comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.            11 marks - Considers the stimuli only making links / comparisons explicit.            12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Explains that the First World War was also responsible for change because the great number of casualties led to further developments, more especially developments in X-rays, blood transfusions and early stages of plastic surgery.....</i></p>	(9-12)

<b>Level 4</b>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg As Level 3. Judgement on how far the two wars were responsible including the significance of penicillin and plastic surgery during Second World War. However, much of work in development of penicillin was done in the years between the wars....</i></p>	<b>(13-15)</b>
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**Total for Question B2 = 25 marks**

**B3 (a)** Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point <b>1 mark</b>                      Two points <b>2 marks</b>                      Three points <b>3 marks</b>  <i>eg The General Assembly met every year and included representatives from all states. However, the Council met more often, three times a year. It had four permanent members which were Britain, France, Japan and Italy but it also had four other members which were elected every three years....</i></p>	<b>Maximum 3 marks</b>

**(b)** Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

(7)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>                      The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.   <i>eg The League condemned Mussolini's invasion.</i>   <i>eg The UN took several measures.</i>                       1 mark for one simple explanation.                      2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>                      The student supports the explanation selecting relevant contextual knowledge.   <i>eg More details of League's actions including sanctions which did not include oil...</i>   <i>eg Details of measures taken by UN including sending of troops and humanitarian aid..</i>                       3-4 marks for one or more supported explanations.                      Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>                      An explanation analysing feature(s) supported by selected knowledge.   <i>eg As level 2- additionally- could link sanctions to reactions of Britain and France.</i>   <i>eg Could link UN intervention to eventual withdrawal...</i>                       5-6 marks for one or more features.                      Award marks according to range/depth of support.                      7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8) **(15)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The League's Health Organisation did important work ...</i></p>	<b>(1-4)</b>
<b>Level 2</b>	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of achievements of WHO.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p> <p><i>eg More details of work of League's Health Organisation and /or UN organisations such as WHO.</i></p>	<b>(5-8)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks - Considers the stimuli and other aspects but links/ comparisons are implied or partial.</p> <p>11 marks - Considers the stimuli only making links/ comparisons explicit.</p> <p>12 marks - Considers stimuli and other aspects making links /comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on improvements in health and education due to the work of League of Nation's Health Organisation and WHO. Could include explanation of improvements brought about by other organisations such as UNESCO...</i></p>	<b>(9-12)</b>

<b>Level 4</b>	<p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg As Level 3. Could highlight significant improvements brought about by international agencies balanced with limitations of change brought by such organisations..</i></p>	<b>(13-15)</b>
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**Total for Question B3 = 25 marks**

**B4 (a)** Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point                    <b>1 mark</b>                      Two points                 <b>2 marks</b>                      Three points               <b>3 marks</b></p> <p><i>eg It says that the mandate was not working. It suggests that Palestine should be partitioned into three zones. The report was accepted by the British. It was rejected by the Arabs.</i></p>	<b>Maximum 3 marks</b>

**(b)** Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

7)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The numbers increased in these years.</i></p> <p><i>eg The British decided to give up the mandate.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of the Jewish immigration....</i></p> <p><i>eg Reasons for British withdrawal...</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b></p> <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>eg As level 2- additionally- could link details of Jewish immigration to reaction of Arabs.</i></p> <p><i>eg Could link reasons for British withdrawal to effects.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1: 7), explanation, analysis of and judgement on the process of change (AO2:8)

(15)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The Superpowers took different sides...</i></p>	<b>(1-4)</b>
<b>Level 2</b>	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Superpower involvement in wars of 1967 and 1973.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	<b>(5-8)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.            11 marks - Considers the stimuli only making links / comparisons explicit.            12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by Superpower involvement. US and Soviet attitude to Suez Crisis. Influence US arms support for Israel in 1967 and intervention of both in war of 1973...</i></p>	<b>(9-12)</b>

<p><b>Level 4</b></p>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the process of change.</p> <p><i>eg As Level 3 but judgement on the extent of change and continuity – element of continuity as USA generally supported Israel and USSR supported Arab states. Some change e.g. US opposition to Suez Crisis...</i></p>	<p><b>(13-15)</b></p>
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**Total for Question B4 = 25 marks**

B5 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point <b>1 mark</b>            Two points <b>2 marks</b>            Three points <b>3 marks</b></p> <p><i>eg It was to destroy the warlords of central and northern China. Chiang captured Hankow, Shanghai and Nanking. He also captured Beijing in 1928. He was successful due to support from peasants.</i></p>	<b>Maximum 3 marks</b>

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

(7)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>            The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Emperor forced to abdicate.</i></p> <p><i>eg Huge student demonstrations..</i></p> <p>1 mark for one simple explanation.            2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>            The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of revolution including abdication of Emperor and Yuan-Shih-kai becomes president...</i></p> <p><i>eg Could explain reasons for, events and results of movement..</i></p> <p>3-4 marks for one or more supported explanations.            Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>            An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>eg As level 2- additionally-Could link abdication of emperor to appointment of first president..</i></p> <p><i>eg Could link causes and events of movement..</i></p> <p>5-6 marks for one or more features.            Award marks according to range/depth of support.            7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8)

(15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Landlord courts were set up.</i></p>	(1-4)
Level 2	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of landlord courts...</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.            11 marks - Considers the stimuli only making links/comparisons explicit.            12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about during this period – significant changes in 1949 with attack on landlords and change on ownership. Further change with cooperatives brought in by First Five Year Plan. Change with introduction of communes during Great Leap Forward...</i></p>	(9-12)

<b>Level 4</b>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg As Level 3. Makes judgements on the extent of change in organization of agriculture – significant changes in first few years due to attack on landlords and introduction of cooperatives. Continuity and change with communes during Great Leap Forward. Significant extent of change under Deng....</i></p>	<b>(13-15)</b>
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**Total for Question B5 = 25 marks**

**B6 (a) Target: Source comprehension (AO3)**

**(3)**

Question Number	Answer	Mark
6(a)	<p>One point <b>1 mark</b>                      Two points <b>2 marks</b>                      Three points <b>3 marks</b>  <i>eg Mobutu put down the resistance of Katanga. He got rid of white mercenaries. In 1970 he was confirmed as president. In 1971 Congo was renamed Zaire. He kept close ties with the West.</i></p>	<b>Maximum 3 marks</b>

**(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)**

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>                      The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg He was leader of the independence movement in Tunisia.</i></p> <p><i>eg He led independence movement in Algeria.</i></p> <p>1 mark for one simple explanation.                      2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>                      The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg More details of his leadership of independence movement and/or achievements as president...</i></p> <p><i>eg More details of his leadership of the National Liberation Front and/or his achievements as president...</i></p> <p>3-4 marks for one or more supported explanations.                      Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>                      An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>eg As level 2- additionally- could link Bourguiba's success as leader of the independence movement with his achievements as president...</i></p> <p><i>eg Could link Bella's success as leader of the independence movement with his achievements as president....</i></p> <p>5-6 marks for one or more features.                      Award marks according to range/depth of support.                      7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis of and judgement on the process of change (AO2:8)

(15)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg He was arrested and put in prison...</i></p>	<b>(1-4)</b>
<b>Level 2</b>	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of his arrest and imprisonment....</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	<b>(5-8)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/ comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/ comparisons are implied or partial.            11 marks - Considers the stimuli only making links / comparisons explicit.            12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought by his activities including the effects of his long imprisonment on opposition to apartheid inside and outside South Africa, and changes brought about by his release and the years that followed...</i></p>	<b>(9-12)</b>

<b>Level 4</b>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the process of change.</p> <p><i>eg As Level 3 but judgement on the extent of change brought about by Mandela's activities. Little change during his long imprisonment but great changes as a result of his release. Extent of change during his years as president....</i></p>	<b>(13-15)</b>
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**Total for Question B6 = 25 marks**

**B7 (a)** Target: Source comprehension (AO3)

**(3)**

Question Number	Answer	Mark
(a)	<p>One point <b>1 mark</b>            Two points <b>2 marks</b>            Three points <b>3 marks</b></p> <p><i>eg Blitzkrieg relied on a great number of tanks which drove deep behind enemy lines. Tanks were supported by motorised soldiers. Also supported by dive-bombers. These terrified civilians.</i></p>	<b>Maximum 3 marks</b>

**(b)** Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

**(7)**

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of key features</b>            The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg They played a key role in the battles in the Pacific..</i></p> <p><i>eg The V weapons were aimed against London..</i></p> <p>1 mark for one simple explanation.            2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of key features</b>            The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of use of aircraft carriers in Pacific such as Pearl Harbor and the Battle of Midway...</i></p> <p><i>eg Details of the V weapons, the V1 and the V2....</i></p> <p>3-4 marks for one or more supported explanations.            Award marks according to range/depth of support.</p>	<b>(3-4)</b>
<b>Level 3</b>	<p><b>Developed explanation analysing key features</b>            An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>eg As level 2- could link details of their use in these battles with their importance...</i></p> <p><i>eg Could link threats posed by both V1 and V2 weapons...</i></p> <p>5-6 marks for one or more features.            Award marks according to range/depth of support.            7 marks for answers which show links between features.</p>	<b>(5-7)</b>

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8)

(15)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or makes unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Many people were afraid of a nuclear war...</i></p>	(1-4)
Level 2	<p><b>Supported explanation offering evidence of change</b></p> <p>The student supports the explanation, selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of the dropping of the atomic bombs and their immediate effects...</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2.)</p> <p>9 marks - Considers the stimuli only but links/ comparisons are implied or partial.            10 marks - Considers the stimuli and other aspects but links/ comparisons are implied or partial.            11 marks - Considers the stimuli only making links / comparisons explicit.            12 marks - Considers stimuli and other aspects making links / comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by their development. Change to arms race in nuclear weapons. Further changes due to Star Wars programme.....</i></p>	(9-12)

<b>Level 4</b>	<p><b>A sustained analysis and judgement</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg As Level 3. Makes judgements on extent of change. Significant change due to immediate impact of use of bombs in 1945 and the development of a nuclear arms race between the Superpowers. Continuity due to impact of MAD which meant that nuclear weapons not actually used and Superpowers even more dependent on conventional weapons...</i></p>	<b>(13-15)</b>
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**Total for Question B7 = 25 marks**