

# Mark Scheme November 2007

IGCSE

## IGCSE History (4380 1F, 2H & 03)

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## Contents

1.	Section A Mark Scheme - Paper 1F & 2H	4
2.	Section B Mark Scheme - Paper 2H	40
3.	Paper 03 Mark Scheme	56

## HISTORY 4380, MARK SCHEME

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### Paper 1F

#### A1: Revolution and Reaction: France, 1789-1830

1. (a) Target: AO1/AO2 Recall of knowledge.
- To occupy a royal prison, seizing large supplies of weapons. 2
- (b) Target: AO1/AO2 Recall of knowledge. 3
- Level 1 Simple statements supported by some knowledge, eg to release prisoners, seize weapons etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg symbol of royal authority, Paris mob on the rampage etc. (3)
- (c) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 4
- Level 1 Simple statements supported by some own knowledge, eg invasion, Girondins blamed for defeats etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Prussian and Austrian forces invaded, Jacobins issued call to arms, failure of Girondins, more extreme alternative needed etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 8
- Level 1 Simple statements supported by some own knowledge, eg siege of Toulon brought him to notice, Whiff saved from mob etc.
- Level 2 Developed statements supported by relevant own knowledge, eg Barras gave him opportunity after taking Josephine off his hands, Italian campaign brought him national fame etc. (1-4)  
(5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some own knowledge, eg became Emperor, court, dictatorship, Code etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

2. (a) Target: AO1 Recall of knowledge.  
 Legitimacy, Fear of Republicanism. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge,  
 eg restoration of King Louis XVIII etc. (1-2)
- Level 2 Developed statements supported by relevant own  
 knowledge, eg Details Louis XVIII etc. (3)
- (c) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 4
- Level 1 Simple statements supported by some own knowledge,  
 eg indemnity paid off, Allied troops out, Quin Alliance  
 etc. (1-2)
- Level 2 Developed statements supported by relevant own  
 knowledge, eg details of above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 8
- Level 1 Simple statements supported by some own knowledge,  
 eg Sacrilege restored power of Church, Polignac arch-  
 Ultra etc. (1-4)
- Level 2 Developed statements supported by relevant own  
 knowledge, eg details of above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some  
 own knowledge, eg Charles tried to crush the  
 Assembly, appeared to be acting illegally, Louis  
 Philippe the only choice etc. (1-4)
- Level 2 Developed statements using the source supported by  
 relevant own knowledge, eg Details of actions, July  
 Ordinances/revolt, significance of King of the French  
 etc. (5-8)

**Total 25 marks**

## A2: Reconstruction and Nationalism in post-war Europe, 1815-40

3. (a) Target: AO1 Recall of knowledge.
- To decide how to deal with Europe, To decide how to deal with future Revolution. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg They wanted legitimacy, Holy Alliance etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg restoration of monarchs, Holy Alliance etc. (3)
- (c) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 4
- Level 1 Simple statements supported by some own knowledge, eg reward for Waterloo, the Allies wanted to make Prussia stronger etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Allies wanted to reward Prussia for its role in the defeat of Napoleon, security in the Rhineland etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. 8
- Level 1 Simple statements supported by some own knowledge, eg United Netherlands, Northern Italy to Austria etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some own knowledge, eg It was a form of co-operation, the Allies worked together to keep the peace, it was set up at Versailles etc. (1-2)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg The Allies agreed to meet whenever there was unrest, there were no fixed dates, the first meeting was concerned with France, it was an attempt to ensure the status quo after the war etc. (3-4)

**Total 25 marks**

4. (a) Target: AO1 Recall of knowledge.  
Representation in Parliament, Free trade policies. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Parliament unfair, Dutch wanted Free Trade etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Parliament equal between Bs and Ds, Belgian industry did not want freed trade etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Belgian was industrial etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg wanted to take advantage of Dutch trade and empire etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg taxation unfair, National Debt shared etc.
- Level 2 Developed statements supported by relevant own knowledge, eg The Dutch wanted free trade, the Belgians wanted protection for their industries, the Dutch raised taxes, which the Belgians had to pay, it seemed that everything was in favour of the Dutch, Belgium had to pay half of the national debt, although it was mostly Dutch etc. (1-4)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. (5-8)
- Level 1 Simple statements using the source supported by some own knowledge, eg The treaty created two countries, territory was split by the Allies, they wanted peace, Luxembourg was created etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Belgium and Holland both became neutral countries and this was guaranteed by Britain and Prussia, this was an attempt to restrain France, little attention was paid to language, the Allies imposed their decisions etc. (5-8)

**Total 25 marks**

### A3: The Making of the Nation States

5. (a) Target: AO1 Recall of knowledge. 2  
By speaking in Italian in the Parliament, abolishing monasteries.
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, eg promoting Italian, reducing power of Church etc. (1-2)  
Level 2 Developed statements supported by relevant own knowledge, eg establish idea of Italy, modernise the state etc. (3)
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, eg Piedmont heavily defeated in 1848-9, Austria was a great power etc. (1-2)  
Level 2 Developed statements supported by relevant own knowledge, eg details of above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.  
Level 1 Simple statements supported by some own knowledge, eg Born in Nice, handed over, 1,000 were volunteers etc. (1-4)  
Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. (5-8)  
Level 1 Simple statements using the source supported by some own knowledge, eg Venetia became part of Italy in 1866 after the War between Prussia and Austria, Austria lost and handed Venetia to Piedmont, Rome in 1870 etc. (1-4)  
Level 2 Developed statements using the source supported by relevant own knowledge, eg Although the Italians tried to attack the Austrian forces in 1866 in support of Prussia, their attacks failed, the Austrians had tried to keep the French neutral by agreeing to hand over Venetia whatever happened, Rome in 1870 etc. (5-8)

**Total 25 marks**



6. (a) Target: AO1 Recall of knowledge.
- Plans to reform the army were blocked, There were budget problems. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg opposition refused to pay for army reforms, taxation crisis etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg he ignored Parliament, claimed there was a constitutional loophole etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg The Centre Party became powerful after Germany was united, Falk was the minister who tried to force through the May Laws etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Schools in Prussia were removed from the control of the Catholic Church, this was an attempt to reduce the influence of the Church, the Centre Party was supported by the Catholic Church, Bismarck wanted to reduce its influence and tried to persuade the Church to withdraw support etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Reichsbank, taxation, Reichstag etc.
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (1-4)

**(5-8)**

**Total 25 marks**

#### A4: The Road to War in Europe, 1870-1914

7. (a) Target: AO1 Recall of knowledge.  
An Indemnity, The loss of Alsace-Lorraine. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The indemnity was severe and made France poor, Alsace-Lorraine was lost to Germany etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Alsace-Lorraine were two provinces that Germany took, this made the French very angry, they had iron-fields, the indemnity was soon paid off but German troops occupied parts of France until it was etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to avoid conflict between Austria and Russia, he wanted to keep Russia on the side of Germany etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He was afraid of a war on two fronts and wanted to prevent Russia and France getting together, the Treaty of San Stefano had angered Austria and wanted to appear as an 'honest broker' etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg the Reinsurance Treaty was not renewed and Russia turned to France, Entente Cordiale linked Britain and France etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Germany and Austria natural allies, brought in Italy in 1882 to balance France etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

8. (a) Target: AO1 Recall of knowledge.  
 Development of the Navy, Occupation of Colonies. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Navy Laws, the colonies were an attempt to gain colonies in Africa etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Navy Laws to challenge Britain, the Empire was to gain a 'place in the sun', which Germany deserved as a Great Power etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg challenge Britain and France, German influence in North Africa etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg riots used as excuse for visit, Panther etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg visit to Sarajevo, Black Hand, bomb, Princip shot him etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg FF on official visitBH in Sarajevo in advance, planned to assassinate him, bomb attempt failed, car stopped at wrong turning, Princip shot him etc. (5-8)
- Total 25 marks

## A5: Reform and Reaction in Russia, 1855-1917

9. (a) Target: AO1 Recall of knowledge.
- High redemption payments, small plots of land for peasants 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg peasants could not pay, had expected more etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg he retained autocracy. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg R-J War disastrous, Bloody Sunday 1,000 killed etc.
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (1-4)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. (5-8)
- Level 1 Simple statements using the source supported by some own knowledge, eg Nicholas only adopted reforms because he had to, he did not believe in them and went back on his word etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg The 1905 revolution led to the October Manifesto, but Nicholas soon changed his mind, as Russia appeared to recover from the events of 1905 he forgot his promises, the Duma was largely powerless and the Fundamental Laws and autocracy remained in force etc. (5-8)

**Total 25 marks**

10. (a) Target: AO1 Recall of knowledge.
- Cossacks, The Okhrana. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Cossacks cavalry, Okhrana secret police etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of use of above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg old-fashioned methods, un-coded messages etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg inflation led to unrest, transport system inefficient etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg strikes, army lost control, joined the strikers, women temperate etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**

## A6: The USSR, 1917-64

11. (a) Target: AO1 Recall of knowledge.
- He wanted to destroy the Kulaks, He believed peasants were hoarding food. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg they were independent, worked for themselves etc. 1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg they were too high, took no account of local conditions etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Gulags were slave labour camps, Revision of History rewrote it in Stalin's favour etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg they prevented new ideas, weakened the armed forces, encouraged cheating etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**

12. (a) Target: AO1 Recall of knowledge.
- Opening the Gulags, Reduced censorship. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg political prisoners were released, reduced censorship allowed criticism etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg it was inefficient, there were famines, needed to export etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Sovnarkhozy were regional economic councils, GOSPLAN was abolished to allow local decision-making etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Khrushchev was forced to resign because his reforms had not worked, the Virgin Lands were a failure and production of consumer goods was below targets etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Khrushchev was forced to resign because he had tried to reform the USSR but the reforms had failed, he wanted to introduce more competition and local initiative people were unable to make use of his ideas because Stalin had set up the command economy etc. (5-8)

**Total 25 marks**

## A7: The Rise of Fascism in Europe

13. (a) Target: AO1 Recall of knowledge.
- It became a national movement, Goebbels took charge of propaganda. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg attempt to win national support, propaganda much more effective etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Wall Street Crash, Depression etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Labour Service provided work for all men for six months, Autobahns meant contracts for construction etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg inculcate Nazi ideas, take up spare time, counteract influence of parents etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**



14. (a) Target: AO1 Recall of knowledge.
- He attacked communists, he criticised the peace treaties. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg criticised losses in war, attacks on Communists won support etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He was a socialist, Mussolini was blamed etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg It led to criticism of the Fascists and Mussolini was forced to deny responsibility, Mussolini was very embarrassed etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg The Battle for Grain was an attempt to increase wheat production, Southern Problem was southern Italy etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Battle for Grain was aimed at increasing the amount of land under the plough and led to a reduction in wine and olive oil production, Battle for the Southern Problem tried to develop the Mezzogiorno, which was very poor etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg control of education, Vatican City, support from papacy etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

## A8: International Relations, 1919-39

15. (a) Target: AO1 Recall of knowledge.  
It was seen to be too European, It had no army. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg most members were in Europe, could not enforce decisions etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg it was communist, owed money etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3-4)**
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg The Assembly had representatives of all members, The Council had four/five Permanent Members and others elected etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg Assembly met once a year, Council three times, decision had to be unanimous, Council was the body that decided on sanctions etc. **(5-8)**
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Aaland Islands, Vilna, Greek-Bulgarian border dispute etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. **(5-8)**
- Total 25 marks**

16. (a) Target: AO1 Recall of knowledge.
- Revenge for the Battle of Adowa (1896), Desire to create an Empire. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg disgrace of defeat at Adowa, aim to rebuild Roman Empire etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Hoare-Laval Pact, wanted to keep Mussolini as ally against Germany etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Henlein leader of Austrian Nazis, Hitler born in Austria etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg fear of war, memories of WWI, respect for Hitler etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

**A9: The Road to Affluence; The USA, 1917-41**

17. (a) Target: AO1 Recall of knowledge.  
The Monroe Doctrine, The Red Scare. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg USA should not intervene in Europe, fear of Communism etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg they were cheaper, the boom, advertising etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3-4)**
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg transporting illegal alcohol, drinking clubs etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(5-8)**
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Farmers suffered from over-production and many went bankrupt, Negroes did not benefit etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Farmers had done very well in the war, over-production in the 1920s led to low prices and 600,000 farmers were forced out of business, isolation meant that produce could not be exported, KKK active with 5m members until 1925 etc. **(5-8)**

**Total 25 marks**

18. (a) Target: AO1 Recall of knowledge.  
Hoovervilles, The Bonus Marchers. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg shanty towns, request for early payment etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg President had acted beyond his powers, Supreme Court was responsible for checking President etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg TVA provided hydro-electric power, NRA provided social security etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg many jobs short term, tried to reduce spending in 1937 etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

**A10: A Divided Union? USA 1945-74**

19. (a) Target: AO1 Recall of knowledge.

China became communist, the Berlin Blockade. **2**

(b) Target: AO1 Recall of knowledge. **3**

Level 1 Simple statements supported by some own knowledge, eg China was a major power, the Berlin Blockade showed that Stalin wanted to force the West out etc. **(1-2)**

Level 2 Developed statements supported by relevant own knowledge, eg China was a second major power to become communist, USA had supported Chiang, Berlin Blockade was an aggressive act aimed at breaking the Potsdam agreements etc. **(3)**

(c) Target: AO1 Recall of knowledge. **4**

Level 1 Simple statements supported by some own knowledge, eg Hiss Case, fear of communism in US government etc. **(1-2)**

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3-4)**

(d) Target: AO1 Recall of knowledge.

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements supported by some own knowledge, eg McCarthy was Chairman of the HUAC, he claimed that he had lists in his briefcase etc. **(1-4)**

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(5-8)**

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge.

Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. **(1-4)**

**(5-8)**

**Total 25 marks**

20. (a) Target: AO1 Recall of knowledge.
- Office of Economic Opportunity, Appalachian recovery Program. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg provide work for inner cities, recovery of backward area etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg he was a former teacher, following Kennedy etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Commission set up by Kennedy, Civil Rights Act banned discrimination by gender etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg CREEP, break in, arrest trial, tapes, impeachment, resignation etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**

## A11: The End of Empire

21. (a) Target: AO1 Recall of knowledge.
- National Party won the 1948 election, Swart Gevaar. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg National Party was committed to apartheid, S G was black peril etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg opposition groups united, protests against apartheid etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Robert Sobukwe was the founder of the Pan African Congress, police shot demonstrators etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Robert Sobukwe broke away from the ANC and wanted to use more direct methods, the Pan African Congress organised the protest at Sharpeville, police claimed that demonstrators had refused to disperse, opened fire etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg meeting Mandela de Klerk, unbanning, negotiations election etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**



22. (a) Target: AO1 Recall of knowledge.  
Effects of Second World War, Economic difficulties facing Britain. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg unable to pay for colonies, Britain exhausted etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg many white settlers, did not want black majority rule etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Henry Kissinger tried to mediate, The Patriotic Front was formed by ZANU and ZAPU etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Kissinger held talks in 1975-6, Patriotic Front led the guerrilla war against Ian Smith by uniting the forces of Mugabe and Nkomo etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg guerrilla attacks from early 1970s, Rhodesian Defence Forces attacked bases etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

**A12: India, 1900-49**

23. (a) Target: AO1 Recall of knowledge.

Very few Indians could vote, they introduced communalism. **2**

(b) Target: AO1 Recall of knowledge. **3**

Level 1 Simple statements supported by some own knowledge, eg divided Muslims and Hindus, Morley-Minto Reforms did not go far enough etc. **(1-2)**

Level 2 Developed statements supported by relevant own knowledge, eg long term this led to partition, Morley-Minto Reforms only gave the vote to 2% of Indians, power retained by the British etc. **(3)**

(c) Target: AO1 Recall of knowledge. **4**

Level 1 Simple statements supported by some own knowledge, eg death of Bal Tilak, appeal of satyagraha etc. **(1-2)**

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(3-4)**

(d) Target: AO1 Recall of knowledge.

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements supported by some own knowledge, eg the Rowlatt Acts led to protests, Amritsar Massacre killed hundreds (thousands) etc. **(1-4)**

Level 2 Developed statements supported by relevant own knowledge, eg the Rowlatt Acts extended wartime controls into peacetime and restricted the right to hold meetings, Dyer sent his Gurkhas into the JB and ordered them to fire until their ammunition was exhausted etc. **(5-8)**

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge, eg The Government of India Act was a failure, Congress began to demand self-rule etc. **(1-4)**

Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of role of Nehru, campaigns of Gandhi, swaraj and swadeshi etc. **(5-8)**

**Total 25 marks**

24. (a) Target: AO1 Recall of knowledge.
- Congress only attended one conference, Gandhi refused to compromise. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg decisions impossible, unrepresentative etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Congress was largest Indian group therefore was essential, Gandhi would not accept special rights for minorities etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg impasse after RTCs, desire to provide some home rule etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Cripps offered dominion status after the war, the Cabinet Mission was an attempt to create a united India in 1946 etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg rejection of Cripps led to widespread disorder/Quit India, the Cabinet Mission was rejected by Congress and the ML and led to unrest etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg partition had to be carried out quickly, no time for movement, many on wrong side of boundary etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**

**A13: China in Crisis, 1911-49**

25. (a) Target: AO1 Recall of knowledge. 2
- He gave way to Japanese demands, He became Emperor. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg return to Empire, allowed Japanese in etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Yuan lost control, death led to chaos etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg the 4<sup>th</sup> May movement was a protest against foreign influence, UF joined GMD and CCP etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg the May 4<sup>th</sup> Movement was a national protest against the West led by students, UF was attempt to create national movement by Sun etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg invasion of northern China to defeat Warlords etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Chiang was anti-communist and wanted to regain control of all of China, northern expedition, Shanghai Massacres etc. (5-8)

**Total 25 marks**

26. (a) Target: AO1 Recall of knowledge.
- Chiang attacking CCP, most CCP supporters were peasants. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg CCP strongest in countryside, Chiang wanted to destroy CCP etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc.
- (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg guerrilla tactics, little support in peasantry etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Land reform would give land to peasants, the 8<sup>th</sup> Route Army was the communist forces etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Land Reform was a key issue and attracted millions to CCP, the 8<sup>th</sup> Route Army operated behind Japanese lines as a guerrilla force etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg It was better equipped, behaved better, won the support of the peasants etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg the GMD was corrupt, supported landlords and failed to win the support of the majority of the Chinese, the CCP was handed Manchuria by the Soviet forces and gained supplies and deserters from the GMD etc. (5-8)

**Total 25 marks**

**A14: Revolution in China, 1949-96**

27. (a) Target: AO1 Recall of knowledge. 2
- Peasants were his main supporters, He wanted to destroy landlordism.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg needed to reward peasants, modernise China etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg 1m landlords killed, peasant plots created etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Famine, poor quality of steel etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The GLF had resulted to famine in which more than 20,000,000 people died, backyard furnaces were useless for high quality steel etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Education became competitive, peasants were able to produce for the market etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg They believed that the only way to increase production was to remove central controls and allow peasants to make some profits, in education competition was used to raise standards and produce technicians and scientists etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg He wanted to regain control, he believed that Liu and Deng were betraying the revolution, he had lost influence etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Mao accused Liu and Deng of being counter-revolutionaries, he believed they were creating a bourgeoisie, he wanted to appeal to the people over the heads of the CCP etc. (5-8)

**Total 25 marks**

28. (a) Target: AO1 Recall of knowledge.
- He won the support of the army, support from the Central Committee. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The Cultural Revolution was brought to an end, army switched sides to Deng etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Deng came to prominence and began to introduce reforms, army support crucial after CR and death of Mao etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg his supporters were dismissed, too Maoist etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Deng out-manoeuvred him, followed ideas of Mao too closely etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg English Corners discussed western ideas, students sparked the movement after visiting the West etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Deng not a moderniser, visit of Gorbachev, troops, Tiananmen etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

**A15: South East Asia, 1945-90s**

29. (a) Target: AO1 Recall of knowledge.

They were heavily outnumbered, The airfields were overrun. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, e.g. French were outnumbered 6-1, had relied on air for supplies etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, e.g. details of the above etc. (3)

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, e.g. Gulf of Tonkin, Domino Theory etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, e.g. The Domino Theory was used as an excuse to send US support to South Vietnam because it would lead to the collapse of other countries, The Gulf of Tonkin Incident was used by Johnson to justify sending US troops to fight in Vietnam etc. (3-4)

(d) Target: AO1 Recall of knowledge.

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements supported by some own knowledge, eg Search and Destroy missions were main way of attacking in the jungle, Agent Orange to defoliate etc. (1-4)

Level 2 Level 2: Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge, eg Tet, Nixon, bombing of North, Vietnamisation, 1973 etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**



30. (a) Target: AO1 Recall of knowledge.  
Sabah, Sarawak. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg desire for independence etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg S and S joined with special powers, B and I wanted to be free etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Malay influence, free to develop etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Guided Democracy-Sukarno, New Order-Suharto etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg corruption, contracts, share-dealings, national companies etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

## A16: Conflict and Crisis in the Middle East

31. (a) Target: AO1 Recall of knowledge.

Israel occupied the Arab part of Palestine, Israeli settlements were set up in captured areas. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg war in 1948, Palestinian refugees etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg control the Nile, provide hydro-electric power etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)

(d) Target: AO1 Recall of knowledge.

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements supported by some own knowledge, eg Soviet Union began to support Arab states, USA provided arms to Israel etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge, eg effects of fighting, land gained, Arab states weak, superpowers more heavily involved etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

32. (a) Target: AO1 Recall of knowledge.  
 To force Israel to negotiate, to recover Sinai. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Sadat he wanted to show Israel that warfare would not work, reverse losses of 1967 etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Sadat believed that Israel would only negotiate if it was defeated, the war showed that the Israelis were not invincible etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg surprise attack, religious festival etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg PLO moved to Lebanon after defeat in Jordan, Israelis invaded 1978 and 1982 etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg stone throwing, non-co-operation, revolt, Palestinians helping themselves etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)
- Total 25 marks**

## A17: International Relations and the Superpowers

33. (a) Target: AO1 Recall of knowledge.  
He set up COMECON, He stopped Czechoslovakia applying. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg COMECON tried to provide financial support, Czecho forced to obey Stalin etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg East kept behind Iron Curtain, limited development, future bankruptcy etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg repetition of First World War, reunification etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Bizonia linked US and GB zones, Deutschmark new currency etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Bizonia an economic union to get Germany going again, Deutschmark replaced old inflated currency and cut off the economy of western zones from Soviet zone etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg NATO was set up to meet the challenge of the USSR, two Germanys, Arms Race, Korea etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. (5-8)

**Total 25 marks**

34. (a) Target: AO1 Recall of knowledge.
- The West had a right to exist, the Soviet system was better than the West. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg began Summit Meetings, travel, news headlines etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Hungary was out of control, Nagy was threatening to leave the Warsaw Pact etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg After Poland he had to take decisive action, it might encourage other states to leave the Warsaw Pact, loss of Hungary would be very serious for the Iron Curtain etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Sugar was the main Cuban export, the USA stopped buying it, the Bay of Pigs was a failed attempt to invade Cuba etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The USSR began to buy Cuban sugar as a way of gaining influence in Cuba, Bay of Pigs made Kennedy look foolish and encouraged Khrushchev to go further etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Both leaders realised that they had gone too far, it was nuclear war etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Khrushchev sent two messages, Kennedy offered Khrushchev a way out, both leaders were prepared to back down etc. (5-8)

**Total 25 marks**

**A18: Europe, 1945-1990s**

35. (a) Target: AO1 Recall of knowledge.  
The Schumann Plan, The European Coal and Steel Community. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg linked coal and steel resources etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg amalgamation of resources, attempts to challenge US industries etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg Europe was very weak, it was under threat from the East etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg European countries were caught between the superpowers, they could trade together and pool their raw materials and resource etc. **(3-4)**
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg Council of Ministers takes decisions, Single Market allows workers and goods to travel etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. **(5-8)**
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg failed in 60s, successful in 70s (Heath) etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg details of the above etc. **(5-8)**

**Total 25 marks**

36. (a) Target: AO1 Recall of knowledge.
- To prevent refugees fleeing to the west, To prevent Western influence in the East. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg cut off from the West, restrictions, slower development etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg command economy, dominance of Communist Parties etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg against communist belief, centre of opposition etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the above etc. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, eg media controlled by state, the secret police spied on people and kept files etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg media broadcast state propaganda, impossible to hear outside views, secret police had complete powers to spy and arrest people without justification etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg The Soviet Union was bankrupt and could no longer afford to support the governments of eastern Europe, Sinatra Doctrine etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Eastern bloc depended on the Soviet Union, but the Afghan War was a constant drain, Gorbachev needed to cut expenditure and was not prepared to use force to retain control, the Baltic states went first etc. (5-8)

**Total 25 marks**

**B1: The Napoleonic Wars 1803-15**

1. (a) **Does Source A support the evidence of Source B about the weakness of the French army in 1814? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests lost of morale among troops. Source B suggests enthusiastic soldiers.

(1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg Both agree Napoleon using young soldiers. A suggests liability and B suggests a strength. Strong differences in tone. Defeatist in A, enthusiastic in B.

(3-5)

- (b) **Source C suggests that only Napoleon's leadership could save France from disaster? Why might the French officer have held this opinion in early 1814?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Officer suggests French close to defeat and need to unite behind Napoleon. France had suffered series of reverses and was facing strong coalition.

(1-2)

Level 2 Developed statements making inferences from the sources AND using relevant own knowledge, eg Both Level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg As Level 2. Officer trying to unite support in armed forces for Napoleon at a time when his leadership was being questioned. France faced powerful enemy Coalition and needed Napoleon's inspired leadership.

(6-8)



- (c) The writer of Source D suggests that the strength of the coalition was the main reason for the defeat of Napoleon by mid-1814. Do you agree that this was the main reason for Napoleon's defeat by mid-1814? Explain your answer using the sources and your own knowledge.

Target: A01/A03 Making AN Interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, Napoleon faced a powerful Coalition of Prussia, Austria, Bavaria and Britain . (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and uses evidence of Source C and greater explanation of the strengths of the Coalition AND/OR starts to look at alternative view and other reasons for defeat using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses the sources and own knowledge to explain the inter-action of a variety of factors including the strength of the opposition, Source D, and the weakness of the French, Sources A, B and C. (9-12)

**Total 25 marks**

## **B2: Bismarck's Wars 1864-1871**

2. (a) Does Source A support the evidence of Source B about the importance of the war in Denmark? Explain your answer.

Target: A02 comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence, eg Both suggest reluctant support. Source B suggests B had achieved liberal aims. Source A sees victory as beginning of movement for united Germany. (1-2)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg Much more enthusiasm show in A than B. Some agreement from both sources that liberals reluctantly supporting but B liberals disapprove of war whilst in A great enthusiasm for Prussian victory.

- (b) **Source C suggests that Bismarck and Napoleon disagreed over the Rhineland in their meeting at Biarritz. Why might this meeting have been portrayed in this way?** (3-5)

Target: A01/A03 making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C is suggesting that the two leaders were unable to reach agreement on the Rhine area. The two leaders met at Biarritz where Bismarck hinted that he would allow Napoleon influence in Belgium and Luxemburg in return for neutrality. (1-2)

Level 2 Developed statements making inferences from the source supported relevant own knowledge i.e. both Level 2 exemplars. (3-5)

Level 3 Developed explanation using the source as evidence supported by specific own knowledge e.g. The cartoonist would be alerting the other powers to the possibility of a secret deal between B and Napoleon in their meeting at Biarritz. B knew that Napoleon wished to expand in Europe to the 'natural frontiers' of France and was prepared to offer France influence in certain areas in return for French neutrality in future war especially with Austria. (6-8)

- (c) **Source D suggests that the main consequence of the Schleswig-Holstein crisis and the war with Denmark was a worsening of relations between Austria and Prussia. Do you agree that this was the main consequence? Explain your answer using the sources and your own knowledge.**

Target: A01/A03 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and own knowledge, eg Yes, because Source D mentions how the two clashed over Holstein.  
NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and develops own knowledge of relations AND/OR starts to look at alternative reasons mentioned in Sources A and B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain a variety of consequences, including worsening relations between Prussia and Austria leading to war, furthering the reputation of Bismarck, bringing some support from German liberals and promoting the leadership role of Prussia in a united Germany . (9-12)

Total 25 marks

**B3: The Balkans, 1876-1914**

3. (a) Does Source A support the evidence of Source B about what Russian objectives should be in the Balkans? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Source A suggests enthusiasm for an-Slavism and B suggests support for status quo. Source B against independent Slav states, A in favour. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Very little support. Source B suggests that Russia was not keen on independent Slav states as difficult to control. A suggests enthusiasm for Pan-Slavism and the independence of the Slav states and B wants. Only similarity is both reflect views of leading Russian government figures at the time. (3-5)

(b) Source C shows Russia in control of the Balkan States. Why might a British cartoonist have shown Russia in this way? 8

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that Russia wants to control the Balkan States and drive the Turks out of the area. Russia was promoting Pan-Slavism and British were concerned about Russian expansion into the area. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The British cartoonist may have wished to warn British public and the great powers of Russian aims and ambitions in the area - that she was not just promoting Pan-Slavism but wished to control the Balkan states at the expense of the Turks and British interests. (6-8)

- (c) The writer of Source D suggests the main threat to the Turkish Empire came from Russian ambitions. Do you agree that Russian ambitions were the main threat to the Turkish Empire? Explain your answer using the sources and your own knowledge.

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D says Austria was afraid of Russia's ambitions.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of Russia's ambitions, using Sources A, and C AND/OR starts to look at alternative view that Austrian interests clashed, Source D, and those of Britain, using C. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of great power interests and ambitions together with the decline of Turkey and the growth of Balkan nationalism. (9-12)

Total 25 marks

#### B4: The First World War, 1914-1918

4. (a) Does Source A support the evidence of Source B about the conditions during the Battle of Passchendaele? Explain your answer.

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Both suggest a mud heap. Source B shows a flooded area. Source A mentions the mud and shell holes filled with water. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Some differences in tone. B suggests soldiers carrying out normal duties and that some used battle as excuse to hide. Strong similarities in conditions troops had to face - although B during lull in fighting and A during battle. (3-5)

- (b) **Source C shows dead German soldiers and a damaged German dug-out. Why might the British government have wished to publish such a photograph?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The drawing suggests British success during the offensive. British bombardment and attacks did bring about some successes although no breakthrough. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The photograph may have been shown in Britain in order to encourage morale and convince the public that, despite the weather conditions, the offensive was working. It may have been to dispel criticism of the offensive from Lloyd George and others. (6-8)

- (c) **The writer of Source D suggests that the British failure to achieve their objectives at the Battle of Passchendaele was due to the strength of the German defences? Do you agree that this was the main reason for the British failure? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge Yes, because as mentioned in D as Germans had plenty time to strengthen their defences.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

- Level 2      Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the German defences AND/OR starts to look at alternative view and other reasons using Sources A, B and D and own knowledge. (5-8)
- Level 3      Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of factors including the weather, sterile tactics, fatal delay and the strength of the German defences. (9-12)

**Total 25 marks**

**B5: Weimar Germany and its challengers**

5. (a) **Does Source A support the evidence of Source B about passive resistance in the Ruhr in 1923? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

- Level 1      Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B suggests support for passive resistance. Source A suggests gives a factual explanation. Source B shows a German worker not co-operating. Source A explains lack of collaboration. (1-2)

- Level 2      Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in idea of lack of co-operation between the German workers and the French. However differences in tone, B pro policy and A talks of collaboration. B stresses non violence not mentioned in A. (3-5)

- (b) **Source C suggests that the French troops were brutal. Why might the newspaper article show the French troops in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

- Level 1      Developed statements making inferences from the source OR using relevant own knowledge, eg The article suggests that the French troops killed innocent citizens. The French were upset by German policy and there were some civilian casualties. (1-2)

- Level 2      Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg The newspaper would be trying to promote support for the policy of non-cooperation and opposition to the French by highlighting their worst atrocities, in this case the murder of seven year old boy.

(6-8)

- (c) **The writer of Source D suggests that the main effect of the Ruhr crisis in the years 1923-4 was to increase the unpopularity of the Weimar Republic. Do you agree that the main effect? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes as mentioned in D the Republic could not stop occupation.

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the unpopularity of Republic AND/OR starts to look at alternative view and effects using Sources A, B, C and D and own knowledge.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of effects including determined opposition, inflation and the unpopularity of the Republic.

(9-12)

**Total 25 marks**

#### **B6: Russia in Revolution, 1914-24**

6. (a) **Does Source A support the evidence of Source B about the actions of some Russian soldiers in Petrograd on 26 February 1917? Explain your answer.**

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Both sources suggest that soldiers unhappy. Source B suggests that soldiers have seized key buildings and others gone home. Source A suggests that troops have laid down arms.

(1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. Strong agreement between sources. Both suggest soldiers discontent and joining the revolution. Both agree troops refused to fire on crowd. However in B troops have gone further and seized key buildings in Petrograd.

(3-5)

- (b) **Source C shows Nicholas II abdicating. Why might the Provisional Government have wanted this event to be publicised?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The photograph suggests that Nicholas has signed the abdication form. Nicholas was on his way back to Petrograd when the leading generals told him he had lost the support of the army and should resign. Level 1

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. Level 2

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The photograph could have been taken to ensure that as many people as possible knew about the abdication. The PG may have wanted to reduce the level of discontent especially in Petrograd and among the armed forces and used the photograph as anti-Tsar propaganda.

(6-8)

- (c) **The writer of Source D suggests that the Tsar's absence from Petrograd was the most important reason for the February Revolution .Do you agree that this was the most important reason for the outbreak of revolution? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in Source D, he realised too late the seriousness of the situation in Petrograd.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.

(1-4)



Level 2      Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 and greater explanation of absence of Tsar AND/OR starts to look at alternative reasons using Sources A and B and own knowledge. (5-8)

Level 3      Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that the February Revolution was due to the inter-action of a variety of factors including the Tsar's absence, the impact of the war, the attitude of the armed forces as mentioned in Sources A and B. (9-12)

**Total 25 marks**

**B7: The USA, 1917-29**

**7. (a) Does Source A support the evidence of Source B about the appeal of the cinema in the 1920s? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1      Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Sources B suggests a large cinema entrance with many cinema goers. Source A suggests that the cinema was popular and the entrance was well set out. (1-2)

Level 2      Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement with A and B suggesting popularity of cinema as well as luxurious décor. Both sources suggests cinema great success and very pleasant experience. (3-5)

**(b) Source C stresses the role of Charlie Chaplin in the making of this film. Why might the film makers have wanted to emphasise his role this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1      Developed statements making inferences from the source OR using relevant own knowledge, eg The film makers suggest that cinema goers will really enjoy the film. Charlie Chaplin was one of the most popular stars of the 1920s. (1-2)

Level 2	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.	(3-5)
Level 3	Developed explanation using the source as evidence supported by selected own knowledge. e.g. The film goers would want to encourage as many people as possible to see the film using advertising techniques typical of the 1920s, more especially eye catching posters. In addition they would be capitalising on the popularity of Chaplin who was one of the greatest stars of silent movies at the time.	(6-8)
(c) <b>The writer of Source D suggests that sport was the most popular leisure activity of the 1920s. Do you agree that this was the most popular leisure activity? Explain your answer using the sources and your own knowledge.</b>		
Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.		12
Level 1	Developed statements using the sources and relevant own knowledge, eg Yes, because Source D mentions the popularity of boxing.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.	(1-4)
Level 2	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of impact of sport AND/OR starts to look at other reasons using Sources A,B and C and own knowledge.	(5-8)
Level 3	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the impact of a variety of forms of entertainment including the cinema, sources A, B and C, sport, source D, jazz, music, night clubs etc.	(9-12)
<b>Total 25 marks</b>		

**B8: The Holocaust: 1939-45**

- 8. (a) Does Source A support the evidence of Source B about the treatment of Jews on arrival at Auschwitz? Explain your answer.**

**5**

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Both suggest segregation of Jews. B says done by loudspeaker. A says it was done by SS guards.

**(1-2)**

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement as both suggest separation of those fit to work from those who were not. B mentions separation of old, sick and young children. A also children of tender years. B more specific about fate of unfit - gas chamber. A more specific about who did selection - SS guards.

**(3-5)**

- (b) Source C shows women who had been selected for the gas chambers. Why might the artist have wished this event to be recorded in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

**8**

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The Source suggests that the whole process was degrading. Women were made to strip and all valuables taken from them.

**(1-2)**

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Both Level 1 options.

**(3-5)**

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg This was to highlight to later generations the whole selection process and make people fully aware of the degrading and horrific nature of the extermination camps - Jewish women stripped of everything, some in readiness for the gas chamber.

**(6-8)**

- (c) The author of Source D suggests that the many inmates of Auschwitz were used as slave labour. Do you agree that this was the main reason for the creation of such camps? Explain your answer using the sources and your own knowledge.

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, many were put to work making synthetic oil or rubber.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 and greater explanation of use of slave labour AND/OR starts to look at alternative reasons using Sources A, B and C and own knowledge.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of reasons including slave labour, to cope with problems occupied territories in the East and as part of Nazi and Hitler's belief in 'Final Solution' to Jewish problem.

(9-12)

Total 25 marks

### B9: The Second World War, 1939-45

9. (a) Does Source A support the evidence of Source B about conditions on the Eastern Front? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg B suggests Russian soldiers well prepared. A suggests Germans not prepared. B shows Russian soldiers well clothed. A says German soldiers had poor clothing.

(1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement about Russian soldiers. Both suggest Russians well prepared with winter clothing. Also A no mention of vehicles shown in B. A mentions lack of preparation of German soldiers although not shown in B. Overall both suggest Russian soldiers much better equipped than Germans.

(3-5)

- (b) **Source C shows the ‘Motherland’ appealing for volunteers. Why might Stalin have appealed for recruits in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The photograph suggests that Russia desperate for more soldiers. In the early months Germans advanced rapidly into Russia. Stalin desperate for reinforcements. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg This was at a time when Stalin desperate for more volunteers to stem German advance. The appeal is deliberately made to the ‘Motherland’ to encourage a patriotic response even more so with the prominent female figure in the foreground. (6-8)

- (c) **The writer of Source D suggests that the main reason that the Soviet Union was able to resist German attacks was the leadership of Stalin. Do you agree this as the main reason? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in D Stalin proved to be an inspiring leader.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the Kamikaze pilots using Sources A and D AND/OR starts to look at alternative reasons using Sources A,B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action between a variety of factors including the leadership of Stalin, propaganda, Source C, the Russian winter and superior Russian supplies, Sources A and B and the delay in launching Barborossa.

(9-12)

Total 25 marks

**B10: China under Mao, 1949-59**

10. (a) **Does Source A support the evidence of Source B about the treatment of landlords in the early 1950s? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrast the tone or attitude of the sources OR referring to the contents of the sources, eg Source B suggests severe punishment. A suggests treated harshly. B shows peasant kneeling down. Peasant in A forced to kneel down.

(1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong agreement. Both suggest harsh treatment of landlords although A goes further says he was shot. A supports B as peasant forced to kneel in front of court. However gives more details of what happened to landlord.

(3-5)

(b) **Source C portrays Mao as the ‘Hero of the Revolution’. Why might this poster of 1953 have portrayed him in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests popular support for Mao from all different groups. Early years after the Communist victory, Mao still trying to establish his leadership.

(1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg Very good example of propaganda used by government in years after revolution to promote support for Mao. He is deliberately portrayed as a large figure in control and with support from all different groups in China.

(6-8)

- (c) The writer of Sources D suggests that 're-education' was the main method by which Mao was able to establish control over China in the 1950s. Do you agree that this was the main method? Explain your answer using the sources and your own knowledge.

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg D mentions use of 're-education' in colleges, schools and the media.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of re-education AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the relationship between a variety of reasons, including re-education, propaganda, Source C, coercion and the attack on the landlords, Sources and B.

(9-12)

Total 25 marks

## HISTORY 4380, MARK SCHEME

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### Paper 3

#### C1: Medicine in the Nineteenth Century

1. (a) Study Source A and then answer the question which follows. Write down THREE features of the miasma theory.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Disease spread by it, Florence Nightingale believed in it, decaying matter mixed with air, poisoned people, and fitted in with growth of industry 3

- (b) Using Source B and your own knowledge, give TWO reasons why the work of Pasteur was important in understanding the causes of disease.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg He developed pasteurisation (1-2)

Level 2 Developed statements supported by relevant knowledge, eg He also developed immunisation against several deadly diseases including chicken pox, cholera, anthrax and rabies. (3-4)

- (c) Using Sources C and D and your own knowledge, explain why Koch's work was important in the fight against disease.

Target: AO2 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question. 8

Level 1 Simple statements, eg He developed a method of laboratory research. (1-3)

Level 2 Developed statements, eg Source C describes how he devised a way of separating individual strains of bacteria so they could be photographed under a microscope. (4-6)



Level 3 Developed explanation using the sources and own knowledge, eg, Source C highlights the significance of his laboratory research. Koch is often described as the father of modern bacteriology and D how he discovered the germ that caused tuberculosis. He also thought he had found a cure called tuberculin. Unfortunately it did not work.

(7-8)

(d) **In the 1860s Joseph Lister developed the use of antiseptics in surgery. In what ways did the work of Lister change how surgery was practised in the second half of the nineteenth century?**

10

Target: AO1 Recall of Knowledge/understanding of change.

Level 1 Simple statements supported by some knowledge, eg He made operations safer

(1-3)

Level 2 Developed statements supported by relevant knowledge, eg He developed the use of antiseptics in operating theatres - removing all germs before the operation.

(4-6)

Level 3 Developed explanation supported by selected e.g. By the late 1880s Lister's antiseptic methods which also killed germs on the wound became aseptic surgery which meant removing all possible germs from the operating theatre. Various routine measures brought in for all operations.

(7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg As level 3 also surgeons now able to try more ambitious operations. Could mention strong initial opposition to Lister's methods. Took while for them to be accepted and widely applied.

(9-10)

(Total 25 marks)

## C2: Medicine in the Twentieth Century.

2. (a) **Write down THREE possible events which contributed to the discovery of penicillin.**

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

The work of Ehrlich, need for antiseptic, the experiences of Fleming during WWI and the accidental discovery of the mould.

3

- (b) **Using Source B, and your own knowledge give TWO reasons why Fleming's role in the discovery of penicillin may have been exaggerated.**

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

4

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements supported by some knowledge, eg He was unable to purify the substance. (1-2)

Level 2 Developed statements supported by relevant knowledge e.g. Fleming did not have the resources or technical back up and expertise to develop it nor could he repeat the experiment. (3-4)

- (c) **Using Sources C and D, and your own knowledge, explain how penicillin became widely available for the first time.**

Target: AO2 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question.

8

Level 1 Simple statements, eg Florey and Chain carried out experiments at Oxford (1-3)

Level 2 Developed statements, eg Source C explains how they took Fleming's research further and managed to produce the drug. They tried it out on mice. (4-6)

Level 3 Developed explanation using the sources and own knowledge.  
  
eg As with Level 2. They gathered together a skilled team of pathologists, chemists and biochemists and got money from government to fund their research which became more important due t the outbreak of war. (7-8)

- (d) **At the beginning of the twentieth century, Marie Curie's discovery of radium led to new forms of treatment for cancer patients. In what ways did the treatment of cancer change during the twentieth century?**

Target: AO1 Recall of Knowledge/understanding of change. 10

Level 1 Simple statements supported by some knowledge, eg. A lot more people survive (1-3)

Level 2 Developed statements supported by relevant knowledge, eg Marie Curie showed how radium treatment could destroy some cells whilst leaving others intact.. (4-6)

Level 3	Developed explanation supported by selected knowledge , eg X-rays and screening mean often detected earlier and therefore treated before becomes too serious.	(7-8)
Level 4	Sustained argument supported by precisely selected knowledge. eg More chance of survival and less deaths counter-balanced by no preventative medicine or cure yet developed.	(9-10)

(Total 25 marks)

**C3: The Changing Nature of Warfare in the Twentieth Century.**

3. (a) **Write down THREE difficulties facing the Allied naval attack in the Dardanelles in March 1915.**

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Turkish guns, Turkish mines, narrow sea blocked off with mines, large guns 3

- (b) **Using Source B, and your own knowledge, give TWO possible reasons why the Gallipoli campaign of 1915 failed**  
Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question.

4

Level 1 Simple statements supported by some knowledge e.g. They had old maps (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Because of poor leadership. Kitchener not keen and little idea of what trying to achieve. Hamilton lacked necessary experience. (3-4)

- (c) **Using Sources C and D, and your own knowledge, explain why the Allied landings in Normandy in 1944 were a success**

Target: AO2 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question. 8

Level 1 Simple statements, eg There were lots of ships and planes (1-3)

Level 2 Developed statements, eg Source C suggests that the Germans had too bi an area to defend with too few troops (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg As with Level 2. Secrecy of operation and sheer size of invasion fleet as shown in D.

(7-8)

- (d) **Combined operations were used during the Second World War in Blitzkrieg and in subsequent conflicts, especially in Vietnam in the 1960s and the two Gulf Wars of 1991 and 2003. In what ways did combined operations change the nature of warfare in the twentieth century?**

Target: AO1 Recall of Knowledge/understanding of change.

10

Level 1 Simple statements supported by some knowledge, eg Made it harder to defend against

(1-3)

Level 2 Developed statements supported by relevant knowledge, eg Encouraged even more technological development and greater co-operation between the armed forces

(4-6)

Level 3 Developed explanation supported by selected knowledge e.g. Greatly assisted by development of aircraft carrier which meant aircraft could be brought within range. Made conventional warfare more devastating.

(7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg strengthened conventional warfare and less need to use nuclear weapons. All three often needed to secure victory.

(9-10)

(Total 25 marks)

#### C4: The work of the United Nations

4. (a) **Write down THREE aims of the ILO**

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

To end child labour, end discrimination, allow formation of unions and stop forced labour

3

- (b) **Using Source B, and your own knowledge, give TWO aims of UNESCO**

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question.

4

Level 1 Simple statements supported by some knowledge, eg It is trying to help develop education.

(1-2)

Level 2	Developed statements supported by relevant knowledge, eg to encourage literacy in less developed parts of the world	(3-4)
(c)	<b>Using Sources C and D, and your own knowledge, explain the main achievements of the World Health Organisation.</b>	
	Target: AO2 Comprehension and use of sources.	
	NB This mark scheme is to be used for both parts of the question.	8
Level 1	Simple statements, eg it has reduced numbers with malaria	(1-3)
Level 2	Developed statements, eg It has reduced serious disease through clinics such as that in D	(4-6)
Level 3	Developed explanation using the sources and own knowledge.	
	eg Greater explanation of its work against disease developing examples given in Source C.	(7-8)
(d)	<b>United Nations' agencies have carried out important work since the 1940s. Choose ONE United Nations' agency you have studied. Explain in what ways your chosen agency has brought about change. You may not choose ILO, UNESCO or WHO.</b>	10
Level 1	Simple statements supported by some knowledge, e.g. work on UNICEF.	(1-3)
Level 2	Developed statements supported by relevant knowledge e.g. more details work of agency	(4-6)
Level 3	Developed explanation supported by selected knowledge of the specialised agency e.g. explains how it led to further developments etc	(7-8)
Level 4	Sustained argument supported by precisely selected knowledge, eg explaining the extent of success and the particular problems it was able to overcome.	(9-10)
		<b>(Total 25 marks)</b>

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