

# Mark Scheme (Standardisation) November 2008

IGCSE

## IGCSE History (4380/2H)

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## 4380 Paper 2H Higher Tier

### B1: The Napoleonic Wars 1803-15

Question Number		Target
1 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg. Source B suggests many did not get across. Source A says a lot of men were lost.
2	3-5	Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg Strong agreement in tone and contents. Both suggest crossing was a disaster. Source B suggests many drowned and in Source A many died before they even crossed. Differences as Source B makes no mention of part played by Russian artillery explained in A.

Question Number		Target
1 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg The artist suggests that Ney's action played crucial role in escape across river OR Napoleon had failed in his Moscow campaign. French army retreating but blocked by river.
2	3-5	Developed statements making inferences from the sources AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge, eg As Level 2. The artist would want to glorify the rearguard action and especially the leadership of Ney to convince French people that the Russian campaign was not a total disaster. The Russian winter and over long supply lines had forced Napoleon to retreat. The retreat, itself, was not a great success with many troops lost before and during the cross of the River Beresina.

Question Number		Target
1 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, mentions the scorched earth policy of the Russian troops.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and greater explanation of the actions of the Russian troops using Sources A and D AND/OR starts to look at alternative view and consequences using Sources B and C and own knowledge
	9-12	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 series of factors including the actions of the Russian troops, over long supply lines, the Russian winter and failures of leadership.

## B2: Bismarck's Wars 1864-1871

Question Number		Target
2 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence, eg Source A suggests serious food shortages. Source B shows butcher selling cats and dogs.
2	3-5	Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg Strong agreement in tone as both sources suggest Parisians desperate and close to starvation. Strong agreement in content. Source A suggests that Parisians so short of food that having to eat pets. Source B shows a butcher in Paris selling cat and dog meat. However Source B not mention civilian casualties caused by Prussian guns described in A.

Question Number		Target
2 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg The painting suggests that the Prussians were successful OR the Prussian army defeated the French at Sedan.
2	3-5	Developed statements making inferences from the source supported by relevant own knowledge, eg Both level 1 options.
3	6-8	Developed explanation using the source as evidence supported by relevant own knowledge, eg The artist will be trying to encourage support for Prussia and the war against France from other German states. Prussia did defeat the French at Sedan but one of the main aims of the war was to encourage the southern states of Germany to join the North German Confederation. Bismarck used the war to further German unification. The artist would be trying to encourage German patriotism and nationalism

Question Number		Target
2 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and own knowledge, eg Yes, because Source D mentions that Napoleon had no allies.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and develops own knowledge AND/OR starts to look at alternative consequences mentioned in all four sources.
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain the inter-action of a number of factors e.g. weaknesses of France, diplomacy of Bismarck, strengths of Prussia and siege of Paris.

### B3: The Balkans, 1876-1914

Question Number		Target
3 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Source A suggests he wanted to avenge the Serbian people. Source B suggests he joined the Black Hand movement.
2	3-5	Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong agreement in tone and contents. Both sources suggest strong Serbian nationalist and anti-Austrian motives. Princip, in Source A, describes how he fired the bullets at point blank range which seems confirmed by B which describes how the bullets killed the royal couple. However in A Princip does not know how many bullets and in B only two shots.

Question Number		Target
3 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that that the Austrians would not back down OR Austria took advantage of the assassination to present an ultimatum to Serbia with demands which they would find impossible to accept
2	3-5	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. Austria would have several motives. Possibly to stir up anti-Serbian feelings among the Austrian population and support for possible future war. Also to convince the rest of Europe, especially the Great Powers, that Austria was acting in a correct diplomatic manner, and justify declaration of war once Serbia rejected the ultimatum. The ultimatum was drawn up after the assassination and once Austria had confirmed German support for their actions. It included very extreme demands all of which Serbia was unlikely to accept.

Question Number		Target
3 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Yes, because Source D suggests it was the actions of the Kaiser.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of actions of Germany AND/OR starts to look at alternative view and other aims using Sources A and B
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a variety of reasons including desire of Austria to crush Serbian nationalism, support of Russia for Serbia and German support for Austria.

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

Question Number		Target
4 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says Turks had higher ground and Source B says the Turks had strongly defended positions
2	3-5	Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone and contents. Both suggest futility of Allied attacks against strongly defended Turkish defences. Source A stresses that Turks commanded higher ground and had strong defences which is confirmed by B. However some differences. A explains other reasons for failure such as congested trenches whilst B highlights the Holy nature of the war which made Turkish defenders even more determined.

Question Number		Target
4 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source e.g. Source C suggests that the attack was a success OR using relevant own knowledge, eg Australian and New Zealand troops fought alongside the British at Gallipoli and played an important role in the campaign.
2	3-5	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. An example of official propaganda to keep up morale at home and in the peninsula and convince the public that Gallipoli was working. In fact the landings were badly organised and led to many casualties and were followed by trench warfare and stalemate on the beaches with wave after wave of Allied attacks unable to break the stalemate. Morale was adversely affected by the failure of these attacks.

Question Number		Target
4 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge e.g. Yes, because D that many of the Allied troops were too ill to fight..  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of German preparations and the strength of their defences AND/OR starts to look at alternative view, especially Turkish defences and determination, Sources A and B.
	9-12	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 British tactics, Source B, strong Turkish defences and the condition of the Allied troops.

## B5: Weimar Germany and its challengers

Question Number		Target
5 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests there were immediate protest marches. Source B shows a protest march
2	3-5	Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement in tone and content. Both suggest strong opposition to the Treaty. Source A explains opposition in press and protest marches. Source B shows a protest march and suggest it is due to the loss of territory. However no suggestion of mob violence mentioned in A.

Question Number		Target
5 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoon suggest that Germany was forced to sign the Treaty. Germany was not allowed to attend the peace conference.
2	3-5	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge, eg The cartoonist would be trying to arouse opposition to the Treaty by showing that the German representatives had been forced to sign it. The peace terms were a diktat. The Germans had not been invited to the peace negotiations and were presented with a fait accompli. They were shocked by the severity of the terms but had no choice but to sign them or face an Allied occupation.

Question Number		Target
5 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Yes as Source D says that the Weimar Republic was blamed for signing the humiliating Treaty.  N.B. Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the opposition to Weimar AND/OR starts to look at alternative view and other effects using Sources A, B C or D and own knowledge.
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a variety of consequences including protest meetings, unpopularity of the Republic, support for right wing parties such as Nazis, hyperinflation and French occupation of the Ruhr.

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

Question Number		Target
<b>6 (a)</b>		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says many troops were deserting. Source B shows Russian deserters.
<b>2</b>	<b>3-5</b>	Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. Strong agreement in tone and content. Both suggest that many soldiers disillusioned and deserting. Source A suggests that as many as 25% deserting whilst photograph, Source B, shows a train full of deserters. However there are differences. Source A suggests troop trains empty whilst Source B shows a train full of soldiers who are deserting.

Question Number		Target
<b>6 (b)</b>		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements making inferences from the source OR using relevant own knowledge, eg The Grand Duke suggests there is discontent. The Tsar had taken command of the army in 1915 and was absent from Petrograd.
<b>2</b>	<b>3-5</b>	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
<b>3</b>	<b>6-8</b>	Developed explanation using the source as evidence supported by selected own knowledge eg The Grand Duke would be trying to persuade the Tsar to return from the war front to deal with very serious domestic problems caused by the war. The Tsar was unaware of the serious nature of the problems and the unrest as his wife, Alexandra, who was in control of the government, was constantly playing down the extent of unrest. The severe winter of 1916-17 had increased the unrest and opposition to the war and the Tsarina.

Question Number		Target
6 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in Source D the Tsarina made a mess of governing the country.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using sources C and D as evidence and selected own knowledge, eg As Level 1 but develops own knowledge of weaknesses of government AND/OR starts to examine alternative view using Sources A and B.
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a variety of effects eg. Military defeat and desertions, economic dislocation, social unrest and hardship and adverse effects on the government, with the Tsar's absence at the front and the actions of Rasputin and the Tsarina.

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

Question Number		Target
7 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A describes the assembly line. Source B shows the work on an assembly line.
2	3-5	Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in content and tone. Both suggest the success of the assembly line. Source A suggests that the work comes to the men via a conveyor belt which is shown in the photo. The sub division of work mentioned in A is shown in B. However A stresses that tools are brought to men. This is not shown in photo.

Question Number		Target
7 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that the achievement is unique in automobile history. Henry Ford had developed advanced manufacturing and marketing techniques which resulted in massive sales especially of the Model T.
2	3-5	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge. e.g. The poster was partly to celebrate the achievement of Ford but, more importantly, to boost further sales of Ford cars by highlighting the unique nature of this achievement which the poster stresses is due to the quality of Ford cars. Ford had been able to reduce the cost of motoring through mass production techniques such as the assembly line and by offering limited choice especially the Model T.

Question Number		Target
7 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge e.g. Source D says it stimulated the steel, oil and rubber industries.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of effects on other industries AND/OR starts to look at other effects using Sources A,B, C and D and own knowledge.
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a variety of effects including economic, effect on other industries, including advertising, roads and production techniques and social, opening up greater leisure and shopping opportunities.

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

Question Number		Target
<b>8 (a)</b>		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says that they were led away by the SS. Source B shows thousands of Jews being marched to a railway station.
<b>2</b>	<b>3-5</b>	Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone as both suggest Jews very harshly treated after Kristallnacht. Source A describes how two thousand Jews were rounded up and marched off by the SS. A similar event is shown in B. Source A also suggests that some of the watching Germans shouted abuse at the Jews. This cannot be seen in the photograph.

Question Number		Target
<b>8 (b)</b>		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements making inferences from the source OR using relevant own knowledge, eg The Source suggests that the Jews are hated and it is beneficial to Germany that they are leaving. Nazi propaganda was to convince the German population that the Jews were evil and must be removed.
<b>2</b>	<b>3-5</b>	Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Both Level 1 options.
<b>3</b>	<b>6-8</b>	Developed explanation using the source as evidence supported by selected own knowledge eg The cartoon was to arouse further opposition to the Jews by depicting them as evil and ugly and to encourage further support for the Nazi policy of deportation. Hitler had stepped up the campaign against the Jews following Kristallnacht. There was a wave of anti-Semitic legislation between 1938-39.

Question Number		Target
8 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D March 1939 first mass arrest of Jews.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence, and selected own knowledge, eg As Level 1 and greater explanation of effects of Kristallnacht, using Sources A, B and C AND/OR starts to look at alternative reasons.
	9-12	Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to differentiate between long term, Hitler's overall aim, to remove Jews from Germany, as well as more immediate, Kristallnacht. Candidates may also explain that Kristallnacht more an excuse that a reason and was set up by Goebbels.

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

Question Number		Target
<b>9 (a)</b>		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says the attack was doomed to failure. Source B says there was no German breakthrough.
<b>2</b>	<b>3-5</b>	Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement in tone with both suggesting decisive German defeat. Some support in contents. Source A suggests it was doomed to failure and used up Hitler's last reserves. Source B says the Germans suffered heavy losses and no breakthrough. However some differences as Source describes early German successes and US casualties, not mentioned in A.

Question Number		Target
<b>9 (b)</b>		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoon suggests that the Nazi occupied countries will fall very quickly. By late 1944 the Allies were advancing on three fronts and German defences were overstretched.
<b>2</b>	<b>3-5</b>	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
<b>3</b>	<b>6-8</b>	Developed explanation using the source as evidence supported by selected own knowledge eg The cartoonist would be trying to keep up morale in Britain and convince the British public that victory was in sight and the war would be short lived. By August 1944 the Nazis were in retreat and the Allies were advancing on three fronts, the Russians to the East, USA and Britain through south and northern France. Hitler did not have the manpower or resources to keep control of these countries.

Question Number		Target
9 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in D Germany lacked the weapons to finish the job.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of effects of Allied bombing using Source D and own knowledge AND/OR starts to look at alternative reasons using Sources A, B and C and own knowledge AND/OR may question the effectiveness of Allied bombing.
	9-12	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 Allied bombing, Hitler and his generals, the failure of the Battle of the Bulge, and the Allied advance on three fronts.

B10: China under Mao, 1949-59

Question Number		Target
10 (a)		Target: AO2 Comprehension and cross-referencing of sources.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements contrast the tone or attitude of the sources OR referring to the contents of the sources, eg Source A says that there were field full of grain. Source B says that the crops had been abandoned.
2	3-5	Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong disagreement in tone. Source A suggests much communes were successful and B suggests failure. Strong difference in content. Source A suggests communes had inspired peasants to much greater productivity. Source B suggests opposite. Many peasants had abandoned fields to work in steel furnaces.

Question Number		Target
10 (b)		Target: AO1/AO3 Making a judgement about evidence related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that there was great enthusiasm for the communes. In fact many peasants were suspicious of the communes.
2	3-5	Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.
3	6-8	Developed explanation using the source as evidence supported by selected own knowledge, eg Poster example of government propaganda to encourage support for the communes by suggesting they were successful and popular. Propaganda was a key element in the GLF. The Party and government made every effort to whip the people to a frenzy of enthusiasm for their work. The poster also shows the purpose of communes which Mao said was to release 'the tremendous energy of the masses'.

Question Number		Target
10 (c)		Target: A01/A03 Making AN Interpretation of a key event related to own knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Developed statements using the sources and relevant own knowledge, eg Source D says it was to break down traditional loyalties to family and village.  NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.
2	5-8	Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of attempts to change traditional society using Source D AND/OR starts to look at alternative view and other reasons using Sources A, B , C and D and own knowledge.
	9-12	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 agrarian reform, industrial expansion, attack on traditional society, harness energy of masses and as a method of Communist Party control.

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