

Mark Scheme (Result)

Summer 2012

IGCSE

IGCSE History (4HI0)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

MARK SCHEME
IGCSE HISTORY 2012

Section A

A1 (a) Target: Recall of knowledge (A01) (3)

Cavour becomes prime minister (1852), The Battle of Magenta (June 1859), the Treaty of Villafranca (July 1859), the 'Thousand' (1860), Garibaldi's failed attempt to take Rome (1862)

2 in correct sequence	1 mark
3 in correct sequence	2 marks
4/5 in correct sequence	3 marks

(b) Target: Consequence/recall of knowledge (A01) (4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Helped Garibaldi take Sicily. Austria surrendered Lombardy.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. Sailed to Sicily with Garibaldi and helped defeat forces of Francis II and expel him from island. Ended war between Piedmont, France and Austria with Piedmont gaining Lombardy.

(c) Target: Causation/recall of knowledge (A01)

(8)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of causation</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It was because of help from Prussia.</i></p> <p>1 mark for one simple statement 2 marks for two or more</p>	(1-2)
Level 2	<p>Developed statements of causation</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. One reason was Italy allied with Bismarck in war against Austria in 1866.....</i></p> <p>3 marks for one developed statement 4-5 marks for two or more</p>	(3-5)
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2.</p> <p><i>e.g. As level 2. Link support of Bismarck in 1866 with Prussian defeat of France in 1870. Explanation of events of 1870 and occupation on Rome.....</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	(6-8)

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Cavour made Piedmont more modern.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Cavour wanted 'a free Church in a free state' and reduced the power of the Church through the Siccardi Laws.....</i></p> <p>4/5 marks for one developed statement. 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2. Explanation of economic changes, including improved railways and free trade treaty. Link to movement for Italian unification.....</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A2 (a) Target: Recall of knowledge (A01)

(3)

Frankfurt Assembly (1848-9), Prussian budget crisis 1862), Ems Telegram (July 1870), Battle of Sedan (September 1870), Treaty of Frankfurt (1871)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Ended Franco-Prussian War. Provoked France.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. Very severe treaty in which France lost Alsace-Lorraine to Prussia and had to pay large indemnity. Used by Bismarck to provoke France into declaring war on Prussia.

(c) Target: Causation/recall of knowledge (A01) (8)

Level	Descriptor	Mark
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Level 1	Simple or generalised statements of causation	(1-2)
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The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. The Zollverein increased trade.

1 mark for one simple statement

2 marks for two or more

Level 2	Developed statements of causation	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

e.g. One reason was the Zollverein which encouraged greater trade between the German states and showed the benefits of economic unity.....

3 marks for one developed statement

4/5 marks for two or more

Level 3	Developed explanation of causation	(6-8)
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An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2 with more explanation of benefits. Zollverein linked to Prussian leadership and development of railways.....

6/7 marks for two or more explained factors

8 marks for answers which show links between factors

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Prussia won both wars.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Links with Bismarck and 'blood and iron' speech and details of Austro-Prussian defeat of Denmark and Prussian defeat of Austria.....</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - show link between defeat of Denmark and Bismarck provoking war with Austria.....</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A3 (a) *Target: Recall of knowledge (A01)*

(3)

The Spartacist uprising (1919), Von Papen becomes Chancellor (1932), Reichstag Fire (Feb 1933), Enabling Act (March 1933), Night of the Long Knives (June 1934)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) *Target: Consequence/recall of knowledge (A01)*

(4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. The Nazis blamed the communists. It showed the weakness of the Weimar Government.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. It enabled Hitler to blame the communists and reduce their threat. Weimar Republic had to call upon the army (freikorps) to put down the uprising.

(c) Target: Causation/recall of knowledge (A01) (8)

Level	Descriptor	Mark
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Level 1	Simple or generalised statements of causation	(1-2)
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The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Because he built up the army.

1 mark for one simple statement

2 marks for two or more

Level 2	Developed statements of causation	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

e.g. One reason was the re-armament which provided jobs in industry and in the armed forces. Another reason was labour service for six months working on public works schemes...

3 marks for one developed statement

4/5 marks for two or more

Level 3	Developed explanation of causation	(6-8)
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An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Link re-armament with labour service with more details of public works schemes. Could mention invisible unemployment with Jews and women...

6/7 marks for two or more explained factors

8 marks for answers which show links between factors

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This was because Germany got help from the USA.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Details of Dawes Plan, Rentenmark, and US loans.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - links and further explanation of Dawes Plan and US loans and importance of Stresemann. Could include Stresemann's successes abroad.</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A4 (a) Target: Recall of knowledge (A01)

(3)

Setting up of the Fascist Party (1919), Mussolini appointed Prime Minister (1922), start of Battle of Lira (1926), Italian entry to Second World War 1940), German occupation of Italy (1943)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Mussolini entered on the side of the Nazis.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. The war was a disaster for Italy with humiliating defeats in North Africa and the Balkans....

(c) Target: Causation/recall of knowledge (A01) (8)

Level *Descriptor* *Mark*

Level 1 Simple or generalised statements of causation (1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Mussolini got rid of opponents.

1 mark for one simple statement

2 marks for two or more

Level 2 Developed statements of causation (3-5)

The candidate supports their statement with relevant contextual knowledge.

e.g. Use of intimidation. Removal of rivals such as Matteotti. Acerbo Law which favoured Fascist majority in government.

3 marks for one developed statement

4/5 marks for two or more

Level 3 Developed explanation of causation (6-8)

An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Link and greater explanation, removal of Matteotti and intimidation.....

6/7 marks for two or more explained factors

8 marks for answers which show links between factors

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Many Italians upset with peace treaty.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. More details of Italian disappointment with Versailles peace treaty. Economic problems including inflation and shortages. Political instability due to short lived governments.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - could link economic problems with short-lived weak coalition governments and attraction of extremist groups such as Fascists and Communists.</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A5 (a) Target: Recall of knowledge (A01)

(3)

Assassination Alexander II (1881), Nicholas II becomes Tsar (1894), the formation of the Social Democratic Party (1898), outbreak Russo-Japanese War (1904), the resignation of Witte (1906)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. It wanted to overthrow the Tsar. Greatly affected next two Tsars.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. Belief in revolution and eventually split into Bolsheviks and Mensheviks. Profound effect on Alexander III and Nicholas II - opposed reform and believed in reaction.

(c) Target: Causation/recall of knowledge (A01) (8)

Level	Descriptor	Mark
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Level 1	Simple or generalised statements of causation	(1-2)
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The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Because Nicholas II did not keep promises of 1906.

1 mark for one simple statement

2 marks for two or more

Level 2	Developed statements of causation	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

e.g. Refusal of Nicholas II to give any power to Dumas. Repressive policies of Stolypin.

3 marks for one developed statement

4/5 marks for two or more

Level 3	Developed explanation of causation	(6-8)
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An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Further explanation of Dumas and link to repressive policies of Stolypin towards opposition.

6/7 marks for two or more explained factors

8 marks for answers which show links between factors

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Nicholas promised to carry out reforms.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Details of October Manifesto and mixed reactions to it. Loyalty of armed forces. Divisions in opposition.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - link explanation of October Manifesto to divisions in opposition between moderates and revolutionaries...</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	(8-10)

A6 (a) Target: Recall of knowledge (A01)

(3)

Trotsky resigns as commander of the Red Army (1925), the beginning of collectivisation (1929), the murder of Kirov (1934), the beginning of the Show Trials 1936), The beginning of the third Five-Year Plan (1938)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

Level

Descriptor

Mark

Level 1

Simple or generalised statements of consequence

(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. By the end of the 1930s nearly all peasants were in collectives. Gosplan set targets for heavy industry

Level 2

Developed statements of consequence

(3-4)

The candidate supports their statement with relevant contextual knowledge.

e.g. 99% of agriculture collectivised and controlled by Stalin. Rapid expansion in output of iron and steel, oil and coal...

(c) Target: Causation/recall of knowledge (A01) (8)

Level	Descriptor	Mark
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Level 1	Simple or generalised statements of causation	(1-2)
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The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Because Stalin feared invasion.

1 mark for one simple statement

2 marks for two or more

Level 2	Developed statements of causation	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

e.g. Fears of invasion from the West. Soviet industry hundred years behind the West. Need to build up armed forces. Move location further east.

3 marks for one developed statement.

4/5 marks for two or more

Level 3	Developed explanation of causation	(6-8)
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An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Link threat from West with need to build up armed forces and locate industry further east.

6/7 marks for two or more explained factors.

8 marks for answers which show links between factors.

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Many people died or ended up in gulags.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Effects on industry with loss of experienced managers and workers. Effects on armed forces with purge of military leaders.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - further explanation of economic and military effects linked to increased political control by Stalin.</i></p> <p>8-9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A7 (a) *Target: Recall of knowledge (A01)* (3)

The Wall Street Crash (1929), Hawley-Smoot Tariff Act 1930, Bonus Marchers (1932), The Hundred days (1933) , the beginning of Works Progress Administration (1935).

2 in correct sequence	1 mark
3 in correct sequence	2 marks
4/5 in correct sequence	3 marks

(b) *Target: Consequence/recall of knowledge (A01)* (4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Created panic. Made Hoover more unpopular.

Level 2	Developed statements of consequence	(3-4)
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N.B. The candidate supports their statement with relevant contextual knowledge.

The Wall Street Crash caused panic and led to the closure of many banks and businesses. The violent reaction of the authorities to the Bonus Marchers made Hoover even more unpopular.

(c) Target: Causation/recall of knowledge (A01) (8)

Level	Descriptor	Mark
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Level 1	Simple or generalised statements of causation	(1-2)
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The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. One explained factor should be marked at the top of Level 2.

e.g. There was the Double V campaign.

1 mark for one simple statement
2 marks for two or more

Level 2	Developed statements of causation	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

e.g. The work of Randolph and the Double V campaign. Progress in the armed forces due to Eisenhower.

3 marks for one developed statement
4/5 marks for two or more

Level 3	Developed explanation of causation	(6-8)
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An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Could link progress at home with progress in armed forces through Double V campaign and treatment of black Americans in Britain.

6/7 marks for two or more explained factors.
8 marks for answers which show links between factors.

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Some said Roosevelt was spending too much.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Details of opposition from Huey Long and Townsend. More on attitude of Supreme Court and Roosevelt's attempts to change judges.</i></p> <p>4/5 marks for one developed statement. 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - link opposition of Republicans to Roosevelt and the New Deal, and the Supreme Court dominated by Republicans.</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A8(a) Target: Recall of knowledge (A01)

(3)

The Hollywood Ten (1947), Brown v Topeka (1954), Selma Voting Rights March (1965), the formation of NOW (1966), the assassination of Martin Luther King (1968)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. This was to get better rights for women. MLK was assassinated probably by a hired killer.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. This raised the status of women and campaigned for an end to discrimination. This led to the end of an era in the civil rights movement as more and more young black Americans looked to more extreme methods.

(c) Target: Causation/recall of knowledge (A01)

(8)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of causation</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Because McCarthy was thought to have lied.</i></p> <p>1 mark for one simple statement 2 marks for two or more</p>	(1-2)
Level 2	<p>Developed statements of causation</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. McCarthy exposed by his public attacks on the army. Importance of Ed Murrow documentary 'See it Now'.</i></p> <p>3 marks for one developed statement 4/5 marks for two or more</p>	(3-5)
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2.</p> <p><i>e.g. As level 2. Could link image of McCarthyism given by Murrow to humiliation of televised hearings against the army.</i></p> <p>6/7 marks for two or more explained factors 8 marks for answers which show links between factors</p>	(6-8)

(d) *Target: Recall of knowledge/comprehension of source (A01/A02)* (10)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Because of the break-in by members of CREEP</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Work of two reporters who exposed link between CREEP, President and break-in. Impact of tapes.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - link work of reporters to the battle for the tapes....</i></p> <p>8-9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A9 (a) Target: Recall of knowledge (A01)

(3)

The Treaty of St Germain (1919), the beginning of the Washington Naval Conference(1921), the beginning of the Manchurian Crisis (1931), Hitler withdraws from the Disarmament Conference (1933), The Rome-Berlin Axis (1936)

2 in correct sequence

1 mark

3 in correct sequence

2 marks

4/5 in correct sequence

3 marks

(b) Target: Consequence/recall of knowledge (A01)

(4)

Level

Descriptor

Mark

Level 1

Simple or generalised statements of consequence

(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. It weakened the League. This agreed to limit the size of navies.

Level 2

Developed statements of consequence

(3-4)

The candidate supports their statement with relevant contextual knowledge.

e.g. Showed the weakness of the League which was unable to stop Japanese aggression. First attempt at disarmament supported by USA, Britain, France and Japan.

(c) Target: Causation/recall of knowledge (A01)

(8)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of causation</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Because Italy invaded Abyssinia.</i></p> <p>1 mark for one simple statement 2 marks for two or more</p>	(1-2)
Level 2	<p>Developed statements of causation</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Italian desire to expand empire in Africa. Failure of France and Britain and League to act decisively against Mussolini.</i></p> <p>3 marks for one developed statement 4/5 marks for two or more</p>	(3-5)
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2.</p> <p><i>e.g. As level 2. Link Italian expansion with weakness of Britain and France.</i></p> <p>6/7 marks for two or more explained factors 8 marks for answers which show links between factors</p>	(6-8)

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Germany lost a lot of land.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Details of land lost by Germany, reduction in armed forces and imposition of reparations.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - link impact of military and territorial losses on Germany.</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

A10 (a) Target: Recall of knowledge (A01) (3)

The 'Iron Curtain' Speech (1946), the Marshall Plan (1947), the setting up of the Federal Republic of Germany (1949), the beginning of peaceful co-existence (1956), the Cuban Missiles Crisis (1962)

2 in correct sequence	1 mark
3 in correct sequence	2 marks
4/5 in correct sequence	3 marks

(b) Target: Consequence/recall of knowledge (A01) (4)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of consequence	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. It almost led to war. It annoyed Stalin.

Level 2	Developed statements of consequence	(3-4)
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The candidate supports their statement with relevant contextual knowledge.

e.g. It created tension between the USA and the Soviet Union but led to the setting up of the 'hot-line'. It increased tension between East and West as Stalin stopped countries in Eastern Europe accepting aid.

(c) Target: Causation/recall of knowledge (A01) (8)

Level *Descriptor* *Mark*

Level 1 Simple or generalised statements of causation (1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. Stalin wanted to force the West out of Berlin

1 mark for one simple statement

2 marks for two or more

Level 2 Developed statements of causation (3-5)

The candidate supports their statement with relevant contextual knowledge.

e.g. Differences over treatment of Berlin and Germany. Allied creation of Trizonia and new deutschmark.

3 marks for one developed statement

4/5 marks for two or more

Level 3 Developed explanation of causation (6-8)

N.B. An explanation of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. Could link East-West differences with creation of Bizonia, Trizonia and new currency.

6/7 marks for two or more explained factors

8 marks for answers which show links between factors

(d) Target: Recall of knowledge/comprehension of source (A01/A02) (10)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Relations were better and then got worse.</i></p> <p>1 mark for one simple statement 2/3 marks for two or more Maximum 3 marks for only using the source</p>	(1-3)
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Better relations due to peaceful co-existence. Change due to Hungary. Worse due to U-2 incident and Berlin Wall.</i></p> <p>4/5 marks for one developed statement 6/7 marks for two or more</p>	(4-7)
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of level 2.</p> <p><i>e.g. As level 2 - could link U2 crisis with Khrushchev's decision to build the Berlin Wall.</i></p> <p>8/9 marks for two or more explained factors 10 marks for answers which show links between factors</p>	(8-10)

Section B

B1(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. There was much support for the event, it was quite a struggle to storm the Bastille, there was quite a struggle with the troops, rebels well armed, support from troops.

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple statements which identify support/differences at face value .</p> <p>1 mark - summarise or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>e.g. The two sources agree and disagree about the reasons for discontent in France.</i></p>	(1-2)
Level 2	<p>Developed statements identifying support OR challenge based on source contents.</p> <p><i>e.g. Support - C mentions unpopularity of nobility and B mentions attacks. Both talk of idea of freedom. Differences -C mentions national problem of deficit and B stresses peasant opposition to taxes and tithes.....</i></p>	(3-5)
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support.</p> <p><i>e.g. Level 2. Strong support between sources - both explain extent of discontent in France based mainly on financial problems.....</i></p>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows the storming of the Bastille.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source D says that the storming of the Bastille sparked off violence all across France.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>Sources A and D support the view. Source A shows the support for the storming of the Bastille and the struggle to capture it. Source D stresses the significance of the event. Once inside, there were few prisoners to release.....</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge. <i>e.g. As Level 2. However, Sources B and C suggest there were other more long term reasons. Both stress financial issues such as over-spending and the burden of taxation....</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. Although Sources A and D stress the importance of the storming of the Bastille, this was simply the final spark for the revolution. The revolution was caused by the more long term factors mentioned in Sources B and C.....</i>	(13-15)

B2(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. It was very heroic, some troops fought very bravely, a number of casualties, not very strong defensive positions.

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

Level	Descriptor	Mark
Level 1	Simple statements which identify support/differences at face value. 1 mark - summarise or paraphrases the sources. 2 marks for generalised comparisons. <i>e.g. The two sources agree about the Battle of Mons.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Support. Both suggest that the Germans suffered a great number of casualties. B mentions loss of 60 out of 160 and B ten times as many casualties. Differences - B suggests the Germans were driven back whilst C says Germans could have pushed British back.....</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Strong support between the two sources as both suggest that the Battle was a success for the British who took the Germans by surprise.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source B says that there were dead and wounded.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source C suggests it was due to the actions of the BEF at Mons.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>e.g. Source C suggests it was due to the Battle of the Mons because the BEF inflicted heavy casualties on the Germans who did not seem to have any plan of action. The Battle did slow down the Schlieffen Plan and the German advance...</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge. <i>e.g. As Level 2. However Source A suggests it was due to the heroic defence of the Belgians, who slowed down the German advance. Source D blames the changes by Von Moltke, who reduced the number of troops suggested by the original plan to successfully encircle Paris....</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. Inter-action of a variety of factors including the actions of the Belgians, shown in Source A, and the BEF, mentioned in B and C, who successfully slowed down the German advance culminating in the decisive Battle of the Marne, mentioned in D.....</i>	(13-15)

B3(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. Much support for storming, attackers seem very determined, supporters of the Bolsheviks, quite a struggle, well armed, support from troops

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

Level	Descriptor	Mark
Level 1	Simple statements which identify support/differences at face value. 1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>e.g. The two sources disagree about the Bolshevik seizure of power.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Support. Both sources mention the work of Trotsky. Differences. Source B suggests that Lenin was the key figure. Source C suggests it was the work of Trotsky.....</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Strong differences. Source B suggests that the success of the revolution was due to Lenin. Source C stresses the key role of Trotsky.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows lots of supporters attacking the Winter Palace.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source B says that the success was due to Lenin.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>Source D suggests it was the work of Lenin due to his speeches in which he promised the April Theses.....</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge. <i>e.g. As Level 2. However, Source C suggests it was the organisation of Trotsky, who had meticulously planned the takeover and the seizure of key buildings. Source D stresses the failings of the PG which, as can be seen in Source A, had little support....</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. As Level 3. Inter-action of a variety of factors including careful planning by Trotsky, mentioned in C and shown in A, inspirational leadership of Lenin, explained in B, but most importantly the lack of support for the PG due to the weaknesses and mistakes mentioned in D.....</i>	(13-15)

B4(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. People were well off, people could afford holidays, seaside resorts were popular, people could afford cars, wide ownership of cars, no proper car parks

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

Level	Descriptor	Mark
Level 1	Simple statements which identify support/differences at face value. 1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>e.g. The two sources disagree about the motor cars.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Some support. Source B suggests cheaper cars increased ownership. Source C suggests everyone owned a car. Differences - B suggests benefits such as employment and wages and C suggests problems such as the effects on the environment and assembly line...</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Strong differences. Source B strongly supportive of the benefits of the car industry whilst Source C much more critical.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows a great number of cars.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source B says the car industry gives a larger number of men employment.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources. 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>Sources A and B suggest that the car industry was important. Source A shows the extent of car ownership. Source B mentions benefits such as employment and wages. Ford did pay higher wages to compensate for the boredom of the assembly line...</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge. <i>e.g. As Level 2. However, Source C suggests the disadvantages of the car industry. Source D mentions other factors such as the laissez-faire policies of the Republican governments.....</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. As level 3. Interaction of a variety of factors including the car industry, as suggested by Sources A and B, and other more long term factors mentioned in Source D, with the most important possibly the benefits of the First World War for the US economy.....</i>	(13-15)

B5(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. Riots must have been serious, police using extreme methods, only partially successful as great number further down the street, more successful in foreground as few rioters

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple statements which identify support/differences at face value. 1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>e.g. The two sources disagree about the communal violence.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Support. Both sources mention the deaths caused by the violence. Source B 200 Muslims in one village. Source C family of eyewitness murdered. Differences. Source B suggests the violence was by Sikhs and Muslims, Source C Sikhs only.....</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Strong support for the extent of violence but limited support for those responsible - C only Sikhs, B Sikhs and Muslims.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source C says that 200 Muslims were killed.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source C shows that there was rioting in Calcutta.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>e.g. Sources B and C suggest it was due to the communal violence by Sikhs and Muslims. In Calcutta nearly 5000 died as a result of riots.....</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge. <i>e.g. As Level 2. However, Source D suggests other factors, more especially the failure to reach a settlement which was agreeable to Congress and Jinnah</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. As level 3. Inter-action of a variety of factors, including the violence between Sikhs, Muslims and Hindus suggested by Sources A, B and C, the attitude of the Labour Government and the failure to reach a solution acceptable to Hindus and Muslims, mentioned in Source D, but, most importantly, the key decisions made by Mountbatten.....</i>	(13-15)

B6(a) Target: Source comprehension, inference and inference support (A02) (3)

One inference	1 mark
Two inferences	2 marks
Three inferences	3 marks

e.g. Mass opposition to the communist government, peaceful protest, range of protestors, want their views to be known through great number of banners, no attempt to stop demonstration as no sign of government troops or police

(b) Target: Corroboration by cross-referencing of sources (A02) (7)

Level	Descriptor	Mark
Level 1	Simple statements which identify support/differences at face value. 1 mark - summarise or paraphrases the sources. 2 marks for generalised comparisons. <i>e.g. The two sources agree about events in East Berlin</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>e.g. Support. Both sources agree that speed with which wall came down was a surprise. Both had taken part in protest movement. Differences - influence of Gorbachev mentioned in B, eyewitness in C took part in dismantling of Wall.....</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Strong support in attitude and tone towards the pulling down of the Wall and the reaction of the armed forces.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1 and AO2) (15)

Level 1	Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows a great number of people with banners.</i> 3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source B says that they were inspired by Gorbachev's visit.</i>	(1-4)
Level 2	Developed statements offering evidence for or against the view and is supported with details from the sources. 5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge. <i>Sources B and D suggest it was due to the influence of Gorbachev. Source B mentions his policy of glasnost which had done much to bring change to the Soviet Union.....</i>	(5-8)
Level 3	Developed explanation offering support for and against the view and is supported by precisely selected details from the sources. 9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge <i>e.g. As Level 2. Sources A, C and D also show the importance of other factors. The protest meeting in Source A was to bring change to the government, Source C mentions demonstrations other than in Berlin itself whilst D mentions the attitude of Honecker....</i>	(9-12)
Level 4	Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement. The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 14-15 marks for explicit judgement comparing the relative importance of a number of factors. <i>e.g. As level 3. Inter-action of a variety of factors. Growth of discontent in East Germany with repressive government of Honecker highlighted by Sources A, B and C, the influence of events in Poland and Hungary. However, key factor was Gorbachev, his reforms in Soviet Union mentioned in B and his visit to East Germany as suggested in B and D.....</i>	(13-15)

SECTION C

C1 (a) : *Target: Source comprehension (A02)*
(3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. It encouraged the growth of nationalism. It inspired nationalism in Italy. Showed the benefits of unity to many Germans. Encouraged hope for the restoration of the country of Poland.

(b) *Target: Key features/recall of knowledge (A01)* (7)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of key features</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It changed Europe. There were several congresses.</i></p> <p>1 mark for one simple statement 2 marks for two or more</p>	(1-2)
Level 2	<p>Developed statements of key features</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Dominated by Castlereagh and Metternich. Barrier states round France. Troppau, Laibach and the Holy Alliance.</i></p> <p>3 marks for one developed statement 4-5 marks for two or more</p>	(3-5)
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2.</p> <p><i>e.g. As level 2. Could include more details of aims of leaders and link to territorial changes at Vienna. More details of aims Congress System, key congresses and link to influence of Holy Alliance.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	(6-7)

(c) Target: Analysis of change/recall of knowledge (A01) (15)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description <i>e.g. There was a Greek rising against the Turks which began in 1822.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one stimuli only <i>e.g. The Greeks revolted against the Turks in 1821. The uprising was brutally crushed by the Turks.....</i></p> <p>High level 2 (7-8). Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit.</p> <p>High level 3: (11-12). Considers a variety of factors and links explicit. <i>e.g. Level 2 but links Greek nationalism to developments in Belgium.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity

Low level 4 (13-14) Addresses extent change or continuity.

High level 4 (15) Addresses both.

e.g. As Level 3. Change in Belgium, Greece and Austria. Little or change in Italy and Germany.

C2 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. It was faster than existing battleships. It had much better armour protection. It had bigger guns which could fire further.

(b) Target: Key features/recall of knowledge (A01) (7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. British fleet defeated the French. Fought in South Africa.

1 mark for one simple statement
2 marks for two or more

Level 2 Developed statements of key features (3-5)

The candidate supports their statement with relevant contextual knowledge.

e.g. French threat of invasion. British fleet intercepted French fleet off Trafalgar. French defeat ended threat of invasion. Early defeats for British in South Africa. Use of concentration camps.

3 marks for one developed statement
4-5 marks for two or more

Level 3 Developed exposition of key features (6-7)

An exposition of more than one factor supported by selected knowledge.

One explained factor should be marked at the top of Level 2.

e.g. As level 2. More details of major battle and show links with its results/importance. More details of early failures and later successes and show links between changes.

6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) Target: Analysis of change/recall of knowledge (A01) (15)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description.</p> <p><i>e.g. In the Peninsular Campaign the Spanish used guerrilla tactics.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one stimuli only <i>e.g. As Level 1. More details of guerrilla tactics and the success of Wellesley's tactics</i></p> <p>High level 2 (7-8). Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit High level 3 (11-12). Considers a variety of factors and links explicit <i>e.g. Level 2 but greater focus on changes brought about - pitched battle success of Ulm and Austerlitz v guerrilla and different tactics of Wellesley. Link Ulm and Austerlitz with Waterloo.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Some change due to the success of guerrilla tactics in Spain but continuity between Ulm, Austerlitz and Crimean War.

C3 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. Separated individual strains of bacteria. Identified germ that causes anthrax. Identified microbes that caused tuberculosis and cholera. Showed that germs caused disease.

(b) Target: Key features/recall of knowledge (A01) (7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

*e.g. Ehrlich developed the magic bullet.
Fleming discovered penicillin.*

1 mark for one simple statement
2 marks for two or more

Level 2	Developed statements of key features	(3-5)
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N.B. The candidate supports their statement with relevant contextual knowledge.

*e.g. Discovery of Salvarsan and its importance.
Fleming's mould dish and discovery of penicillin.*

3 marks for one developed statement
4-5 marks for two or more

Level 3	Developed exposition of key features	(6-7)
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N.B. An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

*e.g. As level 2. Could include more details of how Ehrlich discovered magic bullet and its importance.
More details of how Fleming discovered penicillin, limitations of his work*

6-7 6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) *Target: Analysis of change/recall of knowledge (A01)* (15)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description</p> <p><i>e.g. Anaesthetics made surgery easier.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6) Mainly narrative or one stimuli only <i>e.g. As Level 1. More details of how anaesthetics were developed and helped surgery. Work of Lister and how helped surgery.</i></p> <p>High level 2 (7/8) Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit High level 3 (11-12). Considers a variety of factors and links explicit. <i>e.g. Level 2 but greater focus on changes brought about by anaesthetics, antiseptics and the two world wars. Links impact of two wars.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Could compare situation 1850 to 1950 but address limitations of certain changes e.g. slow acceptance of anaesthetics.

C4 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. Campaigned against diseases such as malaria and cholera. Brought cholera under control in Egypt. Helped remove malaria. More or less eliminated smallpox by the 1980s

(b) Target: Key features/recall of knowledge (A01) (7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

e.g. The League failed over Corfu. The UN had some successes in the Congo.

1 mark for one simple statement
2 marks for two or more

Level 2 Developed statements of key features (3-5)

The candidate supports their statement with relevant contextual knowledge.

e.g. League condemned Mussolini's actions. League ignored by Mussolini. UN sent in troops in 1961 due to civil war. Successful v Katanga and Tshombe

3 marks for one developed statement.
4-5 marks for two or more

Level 3 Developed exposition of key features (6-7)

N.B. An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

e.g. As level 2. Greater exposition of actions and reactions of League and Mussolini. Could describe effect on League. More details on UN intervention and effects on Congo

6-7 6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) Target: Analysis of change/recall of knowledge (A01) (15)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description <i>e.g. The League lacked key members.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6) Mainly narrative or one stimuli only.</p> <p><i>e.g. As Level 1. More details of lack of members especially USA and later loss of Japan and Italy.</i></p> <p>High level 2 (7-8) Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit High level 3 (11-12). Considers a variety of factors and links explicit. <i>e.g. Level 2 but links weaknesses in membership of League to growth in UN membership and key roles of USA and USSR.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Continuity in weakness of organisation of League 1919-39. Much change under UN due to strength of membership and work of secretary-generals.

C5 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. Israel was much stronger. Israel had gained territories such as the Gaza Strip and the Golan Heights. The Arabs had lost men and land. A million Palestinians were now ruled by Israel.

(b) Target: Key features/recall of knowledge (A01) (7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

*e.g. Israel fighting for survival.
Britain, France and Israel worked together.*

1 mark for one simple statement
2 marks for two or more

Level 2	Developed statements of key features	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

*e.g. Strengths of Israel, weaknesses of Arab neighbours.
Israeli attack. Reaction of USA and UN.*

3 marks for one developed statement.
4-5 marks for two or more

Level 3	Developed exposition of key features	(6-7)
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An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

*e.g. As level 2. Could include more details of war itself, causes and results.
More details reasons for crisis and consequences.*

6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) Target: Analysis of change/recall of knowledge (A01) (15)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description</p> <p><i>e.g. Britain allowed Jews to emigrate to Palestine.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6) Mainly narrative or one stimuli only</p> <p><i>e.g. As Level 1. Peel Commission tried to reduce and control Jewish immigration.</i></p> <p>High level 2 (7-8) Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit.</p> <p>High level 3 (11-12). Considers a variety of factors and links explicit.</p> <p><i>e.g. Level 2 but greater focus on changes in 1930s from unlimited to limited Jewish immigration. Could link to further change due to impact of Holocaust.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Much change - especially in attitude to Jewish immigration. However also much continuity with general sympathy for plight of Jews.

C6 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. Teachers had ink poured over their heads. They were beaten up and tortured. Forced to eat insects and kneel on broken glass. Principal also beaten up.

(b) Target: Key features/recall of knowledge (A01) (7)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

*e.g. Tried to build up heavy industry.
Introduced communes.*

1 mark for one simple statement
2 marks for two or more

Level 2 Developed statements of key features (3-5)

The candidate supports their statement with relevant contextual knowledge.

*e.g. Expansion in heavy industry and help of Soviet Union.
Small scale industrial development - backyard furnaces.*

3 marks for one developed statement
4-5 marks for two or more

Level 3 Developed exposition of key features (6-7)

An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

e.g. As level 2. Could include more details of reasons for and effects of either First Five-Year Plan of GLF

6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) Target: Analysis of change/recall of knowledge (A01) (15)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of change	(1-4)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

Low level 1 (1-2) Repetition of the provided stimulus material with no development.

Higher Level 2 (3-4) For unfocused description.

e.g. The Long March was to get away from the Kuomintang.

Level 2	Developed statements of change	(5-8)
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Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.

Low level 2 (5-6) Mainly narrative or one stimuli only.

e.g. As Level 1. More details of the events of the Long March and its importance.

High level 2 (7-8) Develops 2 or more of stimuli or other relevant information.

Level 3	Developed explanation of change	(9-12)
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Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.

Low level 3 (9-10). Considers a variety of factors but links implicit.

High level 3 (11-12). Considers a variety of factors and links explicit.

e.g. Level 2 but greater focus on changes in threats from outside the Party 1934-35 to inside the Party with the Hundred Flowers and Gang of Four. Could link threats from Hundred Flowers and Democracy Movement.

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Main change from outside threats to threats once in power. Continuity in years 1949-89 in way in which threats repressed.

C7 (a) Target: Source comprehension (A02) (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. Production of cocoa doubled. Increased fishing and cattle-breeding. Building of Volta River Dam. New aluminium smelting plant. Government grants for village schools

(b) Target: Key features/recall of knowledge (A01) (7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

*e.g. South Africa faced sanctions.
Mandela was released from prison in 1990.*

1 mark for one simple statement
2 marks for two or more

Level 2	Developed statements of key features	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

*e.g. More details of international sanctions.
Mandela condemned violence.*

3 marks for one developed statement
4-5 marks for two or more

Level 3	Developed exposition of key features	(6-7)
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An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

*e.g. As level 2. Could include more details of sanctions and their effect on South Africa.
More details of negotiations between de Klerk and Mandela.*

6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) *Target: Analysis of change/recall of knowledge (A01)* (15)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of change	(1-4)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

Low level 1 (1-2) Repetition of the provided stimulus material with no development.

Higher Level 2 (3-4) For unfocused description
e.g. French moved out of North Africa.

Level 2	Developed statements of change	(5-8)
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Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.

Low level 2 (5-6) Mainly narrative or one stimuli only
e.g. As Level 1. More details of independence movements in Algeria and Morocco.

High level 2 (7-8) Develops 2 or more of stimuli or other relevant information.

Level 3	Developed explanation of change	(9-12)
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Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.

Low level 3 (9-10). Considers a variety of factors but links implicit.

High level 3 (11-12). Considers a variety of factors and links explicit.

e.g. Level 2 but greater focus on changes brought about by French decision to withdraw. Links between Algeria and Morocco. Changes brought about by two leaders.

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

e.g. Great change in Algeria and Morocco as French settlers left both countries. Some continuity in problems faced in both countries before and after independence. More focus on changes brought about by two leaders.

C8 (a) *Target: Source comprehension (A02)* (3)

One factor	1 mark
Two factors	2 marks
Three factors	3 marks

e.g. War would last until autumn 1946. Heavy US losses. Cost about half a million lives. Atom bomb would be used against military targets.

(b) *Target: Key features/recall of knowledge (A01)* (7)

<i>Level</i>	<i>Descriptor</i>	<i>Mark</i>
Level 1	Simple or generalised statements of key features	(1-2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

*e.g. The Germans bombed British cities.
The RAF defeated the Luftwaffe.*

1 mark for one simple statement
2 marks for two or more

Level 2	Developed statements of key features	(3-5)
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The candidate supports their statement with relevant contextual knowledge.

*e.g. Details of bombings of British cities.
Key events of Battle of Britain.*

3 marks for one developed statement
4-5 marks for two or more

Level 3	Developed exposition of key features	(6-7)
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An exposition of more than one factor supported by selected knowledge.
One explained factor should be marked at the top of Level 2.

e.g. As level 2. Could include reasons for Blitz and its effects. Could include importance of Battle of Britain and its effects.

6 marks for two or more factors.
7 marks for answers which show links between factors.

(c) Target: Analysis of change/recall of knowledge (A01) (15)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of change</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material with no development.</p> <p>Higher Level 2 (3-4) For unfocused description <i>e.g. Brief description of wolf pack tactics.</i></p>	(1-4)
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6) Mainly narrative or one stimuli only <i>e.g. As Level 1. More details of new tactics used by U-boats during early years of WW2.</i></p> <p>High level 2 (7-8) Develops 2 or more of stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but links implicit</p> <p>High level 3: (11-12). Considers a variety of factors and links explicit. <i>e.g. As level 2. Greater focus on changes brought about by German tactics and new anti-U-boat tactics adopted by Allies. Could link to further development of nuclear submarines in second half of twentieth century.</i></p>	(9-12)

Level 4

A sustained argument

(13-15)

This considers the inter-relationship between a range of factors from the stimulus and/or additional material and makes judgements on the extent of change and/or continuity.

Low level 4 (13-14) Addresses inter-relationship between various factors.

High level 4 (15) Addresses the extent of change and/or continuity.

*e.g. Change in U-boat tactics and submarines.
Continuity in importance of aircraft carrier in Battle of Pacific and forty years later Falklands War.*