

Mark Scheme (Results)

Summer 2013

International GCSE History
(4HI0/ 01)

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General Marking Guidance

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

Section A

A1

(a) Target: Recall of knowledge (A01)

(3)

Question	Answer	Mark
(a)	<p><i>Piedmont and the Crimean War (1855), The Battle of Solferino (1859), death of Cavour (1861), Piedmont and the Austro-Prussian War (1866), Rome becomes part of Italy (1870)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p>	<p>1 mark 2 marks 3 marks</p> <p style="text-align: center;">3</p>

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

(4)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It gained the support of France and Britain. Italy secured Venetia.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Cavour was more closely associated with France and Britain who were impressed with the support of Piedmont. Italy allied with Prussia during the Austro-Prussian War and was rewarded with Venetia...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 Orsini tried to kill him....</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 because of the Orsini Plot when an Italian nationalist threw a bomb at Napoleon III. Napoleon impressed with the reactions of Victor Emmanuel</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 Orsini bomb with aim of Napoleon III to weaken Austria. Could include desire to strengthen his position in France, wanted influence in Northern Italy, tradition of sympathy with Italian nationalism.</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. Garibaldi sailed to Sicily with his 1000 red shirts...</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. The presence at key moments of the British navy which discouraged Neapolitan forces from attacking when he landed in Sicily and later crossed the Straits of Messina...</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. The initial support from the volunteers linked to support from local rebels who had spread disorder in Sicily and Naples ahead of the invasion...</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)**

Question	Answer	Mark
(a)	<p><i>Frederick William IV of Prussia refuses to become emperor of Germany (1849), Bismarck becomes Minister-President of Prussia (1861), the Blood and Iron speech (1862), the start of the military alliance between Prussia and Italy (1866), the North German Confederation (1867)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p> <p style="text-align: right;">1 mark 2 marks 3 marks</p>	3

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g The North German Confederation united the northern states. This ended attempts at unification..</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. This united the northern states under the control of Prussia and was the first stepping-stone to full unification. This was a severe blow to the Frankfurt Assembly which soon began to break-up...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 the Prussian army was strong</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 the strength of the Prussian armed forces especially the leadership, weaponry and mobilisation...</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 strength of Prussian armed forces to Bismarck's success in isolating rivals especially Austria in 1866....</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. France was defeated.</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. Removal of great obstacle to unification, Napoleon III. Support of Southern states during the war. Declaration of the German Empire.</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 provocation of Napoleon III with the Ems Telegram and the support of the Southern States.</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)**

Question	Answer	Mark
(a)	<p>The Locarno Treaties (1925), Kellogg-Briand Pact (1928), the Nazi Party wins 230 seats (1932), the Enabling Act (1933), death of Hindenburg (1934)</p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p> <p style="text-align: right;">1 mark 2 marks 3 marks</p>	3

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It gave Hitler more power. It settled borders with neighbours.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. The Enabling Act gave Hitler the powers of a dictator and enabled him to remove opposition. The Locarno Treaties brought Germany back into European affairs and led to them joining the League of Nations...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 of the Treaty of Versailles.</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 the Treaty of Versailles. Many people blamed the Republic for agreeing with the humiliating peace terms....</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 to opposition from right wing groups such as the Kapp Putsch (1920) and the Munich Putsch of 1923.....</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. The position of the Jews 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. Details of SA boycott, laws passed by local councils, Nuremberg Laws and Kristallnacht.</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 -greater focus on change with position getting steadily worse apart from 1936 and the Olympics. Link Kristallnacht to position worsening 1938-39</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)**

Question	Answer	Mark
(a)	<p><i>The Versailles Peace Settlement (1919), Giolitti resigns as Prime Minister (June 1921), the start of the Battle of Wheat (1925), the Lateran Treaty (1929), Mussolini becomes a German puppet ruler (1943)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p>	<p>1 mark 2 marks 3 marks</p> <p style="text-align: right;">3</p>

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This was to increase grain output. Many Italians disappointed with the Treaty.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g.. This attempt to make Italy self-sufficient in wheat doubled the production of grain but increased prices. This led to nationalist resentment with the government and increased support for extremists such as the Fascists....</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 Mussolini marched on Rome.</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. Electoral alliance with Giolitti. Invitation from Victor Emmanuel due to threat of 'March on Rome'.</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 increased Fascist control of parts of Italy and growing Fascist support to the threat of the March on Rome and the royal invitation.</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. Mussolini got rid of anyone who was against him</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 the Acerbo Law, setting up the police state and the removal of Matteotti</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 the setting up of the police state with the removal of Matteotti and other opposition</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)

Question	Answer	Mark
(a)	<p><i>Alexander III becomes Tsar (1881), the formation of the Social Revolutionary Party (1898), the second дума (1907), assassination of Stolypin (1911) the Lena Goldfield Strike (1912)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p> <p style="text-align: right;">1 mark 2 marks 3 marks</p>	3

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

(4)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Led to lots of deaths. He was far more repressive.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Violent reaction by authorities showed that Nicholas II still repressive and increased discontent. Alexander III brought in a policy of repression including the Russification of the subject minorities...</i></p>	(3-4)

(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 Russia was defeated</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. Conditions of peasants. Impact of industrialisation. Defeat in the Russo-Japanese War. Bloody Sunday</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 impact of industrialisation to Bloody Sunday</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. It led to repression</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. It led to a policy of repression under Stolypin which included mass executions but also attempts to win over the peasants through land reform...</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 carrot and stick approach of Stolypin - carrot through reform and stick through repression. Could include the failure of the dumas.</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)**

Question	Answer	Mark
(a)	<p><i>Lenin's funeral (1924), the beginning of the first Five-Year Plan (1928), the murder of Kirov (1934), the beginning of the Show Trials (1936), the assassination of Trotsky (1940)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p>	<p>1 mark 2 marks 3 marks</p>

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. People were forced to confess. It led to the purges.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. In these Show trials leading Bolsheviks confessed to being traitors to the state. Stalin used the excuse of his murder to begin a series of purges...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 he wanted to increase grain production</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. Need to increase production to feed new industrial centres. Stalin's desire for control over the peasants.</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 Stalin's desire for greater control to the need for more efficient farming methods.</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. It led to the growth of heavy industry</i></p> <p>1 mark for one simple statement.</p> <p>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>N.B. The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Rapid growth of heavy industry. New industrial centres located in the west. Often poor living and working conditions for the workers.</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 rapid growth of centres such as Magnitogorsk to often poor living and working conditions. Could mention Stakhanovites.</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)

Question	Answer	Mark
(a)	<p><i>Wall Street Crash (1929), the beginning of the Fireside Chats (1933), the setting up of the Works Progress Administration (1935), Roosevelt elected president for the second time (1936), the internment of Japanese Americans (1942)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p>	<p>1 mark 2 marks 3 marks</p>

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

(4)

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g They were moved from their homes. They gave confidence to people.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. In the spring of 1942, more than 100,000 Japanese Americans were moved from their homes to relocation camps in bleak parts of the USA and lost most of their possessions'. These boosted confidence and increased support for Roosevelt's early New Deal Alphabet Agencies...</i></p>	(3-4)

Level	Descriptor	Mark
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 of his promise of a New Deal</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. Partly because of Roosevelt's promises to introduce a New Deal to reduce unemployment and revive the economy. Hoover was unpopular because he failed to deal with the effects of the Depression...</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 appeal of Roosevelt to the growing unpopularity of Hoover</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. It reduced the number out of work</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. Revived industry and agriculture. Restored confidence in the banking system. However, many schemes only of short term benefit.</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 short-term success of some of the schemes to the failure permanently to remove the problem of unemployment</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)**

Question	Answer	Mark
(a)	<p><i>Hiss found guilty (1950), the beginning of the Montgomery Bus Boycott (1956), the setting up of the Students for Democratic Society (SDS)(1959), the publication of Feminine Mystique (1963), the Kent State University deaths (1970)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p> <p style="text-align: right;">1 mark 2 marks 3 marks</p>	3

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It organised student protest. It helped black people</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. It encouraged student protest with the demand for a greater say in running of universities. It established Martin Luther King as the leading figure in the campaign for black civil rights...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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 many Americans were frightened of communism.</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. Developments in the Cold War. Activities of the HUAC and the FBI. The Hiss and Rosenberg cases.</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 developments in the Cold War to the Hiss and Rosenberg cases.</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. Because they wanted change to happen more quickly.</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. Social and economic problems in the inner cities. The appeal of Stokely Carmichael and 'black is beautiful'. Increasing impatience with MLK's methods.</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 economic and social problems in the inner cities with growing disillusionment with the peaceful methods used by Martin Luther King.</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)**

Question	Answer	Mark
(a)	<p><i>The Treaty of Versailles (1919), the setting up of the Lytton Commission (1931) the Anglo-German Naval agreement (1935), the re-occupation of the Rhineland (1936), the Anschluss (1938)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p>	<p>1 mark 2 marks 3 marks</p>

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Nobody tried to stop Hitler. Differences between Britain and France.</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Lack of opposition to the re-occupation encouraged Hitler to continue to defy the Treaty of Versailles. The Treaty caused problems between Britain and France as Britain felt Germany had been treated too harshly...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
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. This was because of the memories of the First World War.</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. Influence of the First World War and the League of Nations. Collective security through the Locarno Treaties and the Kellogg-Briand Pact</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 the influence of the war, desire for peace and collective security to Locarno and Kellogg-Briand.</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. They wanted to keep the peace</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. Memories of the First World War. Treaty of Versailles too harsh. Anglo-French economic and military weaknesses. Failure of the League. Isolation of the USA.</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 Anglo-French weaknesses to the failure of the League and US isolation.</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)**

Question	Answer	Mark
(a)	<p><i>The Yalta Conference (1945), the Soviet Union tests its first atomic bomb (1949), the beginning of the Korean War (1950), the U2 incident (1960), the Bay of Pigs invasion (1961)</i></p> <p>2 in correct sequence 3 in correct sequence 4/5 in correct sequence</p> <p style="text-align: right;">1 mark 2 marks 3 marks</p>	3

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

Level	Descriptor	Mark
Level 1	<p>Simple or generalised statements of consequence</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It settled future of Germany. The Soviet Union drew closer to Cuba</i></p>	(1-2)
Level 2	<p>Developed statements of consequence</p> <p>The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. It worsened relations because the USA refused to apologise. This led to decision to divide up Germany and Berlin....</i></p>	(3-4)

Level	Descriptor	Mark
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. Hungarians hated their ruler.</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. Effects of Soviet control over the previous ten years. Influence of Khrushchev's Secret speech. Unpopularity of Rakosi.</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 effects of Soviet control to the unpopularity of Rakosi.</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. Because Truman distrusted Stalin</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. US policy of containment shown by Truman Doctrine and Marshall Plan. Effects of the Berlin Blockade. Rivalry increased by setting up of NATO and Warsaw Pact.</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 -the US policy of containment to Stalin's attempts to force the allies out of Berlin during the crisis of 1948-49.</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)

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. It was a glorious event.</i>	(1)
Two unsupported inferences <i>e.g. It was a glorious event. The Oath was well supported.</i>	(2)
Three or more unsupported inferences <i>e.g. The delegates were enthusiastic about the Oath. The Oath was supported by delegates from different classes. The Oath was popular.</i> Or One or more supported inferences <i>e.g. The source suggests that the Oath was popular because there are a great number in attendance.</i>	(3)

(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 agree about the causes of discontent in France.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Similarities in tone and content. Source B criticises the system of taxes which is also mentioned in Source C. Both strongly suggest strong opposition to the nobles.</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Some differences. Source B solely about unfair taxes. Source C more concerned with grievances of peasants including having to work on noble's land. Overall strong support between sources in attitude to taxes but some differences in emphasis of grievances.</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (A01, A02 and A03) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source B says that his blood flows.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source A shows that the Tennis Court Oath was popular.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge.</p> <p><i>e.g. Sources A and D show that it was due to the Tennis Court Oath. Source A shows popular support for Oath. Source D says that the Tennis Court meeting led to an oath and was followed by the storming of the Bastille....</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using the sources/own knowledge only. 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. However Sources B and C suggests it was due to more long term grievances such as high taxes and the attitude of the nobles.....</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. The Tennis Court meeting and oath was the more immediate cause of revolution, as suggested by Source D, as it encouraged even greater opposition to the King and culminated in the Storming of the Bastille. However, it was the culmination of more long -term factors mentioned in Sources B, C and D such as poor harvests and high taxes. Could include more own knowledge on these long-term factors.</i></p>	13-15

B2

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

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. Very successful.</i>	(1)
Two unsupported inferences <i>e.g. Very successful. Effective in crossing trenches</i>	(2)
Three or more unsupported inferences <i>e.g. Effective in crossing trenches. Seemed to lead the way in the offensives. Effective as a battering ram against German defensives. Caused enemy casualties. Caused much destruction of enemy trenches. Achieved a break through.</i> Or One or more supported inferences <i>e.g. Effective as illustration shows tanks crossing German lines and German casualties.</i>	(3)

(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 use of tanks.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Differences. Source B suggests that the tanks had been successful and had taken a great number of German prisoners. Source C, however, suggests they were less effective especially in moving across enemy territory...</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Some support as both mention some of the achievements of tanks. Source B suggests they advanced rapidly and spearheaded the advance. Source C mentions the positive effect on morale. Overall strong differences in emphasis - Source B suggests that the tanks were very effective, Source C suggests that their impact was limited...</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1, A02 and A03) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows the tanks leading the attacks.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source B suggests that the tanks advanced rapidly.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge.</p> <p><i>Sources A and B suggest that the tanks were the main reason. Source A shows tanks breaking through the German defences. Source B says that they repeated the success of Cambrai....</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using sources/own knowledge only. 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. However Sources C and D challenge the view. Source C plays down the effectiveness of the tank in 1918. Source D suggests that other reasons, such as the arrival of US troops, were more important.....</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. Tanks did play a role in the Allied drive to victory in 1918 as suggested by Sources A and B. They were, finally, used effectively as a battering ram. However, they were not as important as other factors mentioned in Source D especially the arrival of the American troops and the effects of the failed Ludendorff offensives. Own knowledge on the failed offensives and arrival of the US troops....</i></p>	13-15

B3

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

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. War going badly.</i>	(1)
Two unsupported inferences <i>e.g. War going badly. Russia being defeated by the Germans.</i>	(2)
Three or more unsupported inferences <i>e.g. War going badly. Russia being defeated by the Germans. War effort failing. Russian armed forces weak. Germans too strong for the Russians. Many Russian soldiers surrendered. Russian soldiers showed little determination</i> Or One or more supported inferences <i>e.g. Russia being defeated by the Germans because the photograph shows a great number of Russian prisoners of war.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO2)

(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 disagree about the influence of Rasputin.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. Little support. Source B suggests that Rasputin is a bad influence. Source C suggests that he has been sent by God.</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Some support. Both agree that Rasputin has too much influence. However, for the most part there is strong disagreement between the sources with Source B wanting Rasputin removed and Source C determined to maintain his influence...</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (A01, A02 and A03) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source A shows lots of soldiers and officers.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source B says it was due to Rasputin.....</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only 7-8 marks for using the sources and own knowledge.</p> <p><i>Sources B, C and D suggest that it was due to the influence of Rasputin. Source B says that his influence undermines confidence in the Tsar. Source C shows how he is influencing Alexandra....</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using sources/own knowledge only. 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. However, Sources, C and D challenge the view. Source A suggests that it was due to military failures, showing thousands of Russian soldiers captured by the Germans. Source D suggests it was due to food and fuel shortages....</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. As Level 3. Inter-action of variety of factors, including food shortages, Rasputin, military defeat and the lack of effective government. Rasputin, as suggested in Source B, was one of the factors but the undermining reason, as mentioned in Source D, was the effects of Russian involvement in the First World War. Could include own knowledge on military defeats and the economic and social effects...</i></p>	13-15

B4

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

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. Cinema was popular.</i>	(1)
Two unsupported inferences <i>e.g. Cinema was popular. The cinema is very lavish.</i>	(2)
Three or more unsupported inferences <i>e.g. Cinema was popular. The cinema is very lavish. Great enthusiasm for the movies. Cinemagoers well looked after.</i> Or One or more supported inferences <i>e.g. The cinema was popular because the photograph shows a great number of people in the entrance hall of the cinema.</i>	(3)

(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 Jazz music.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. The sources disagree. Source B suggests that it was having a degrading effect on people in America. Source C suggests that it was exciting and creative...</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Some similarities. Both sources suggest that jazz had become very popular.. However, for the most part they strongly disagree in their attitude to jazz...</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1, AO2 and AO3) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source A says it was due to the cinema.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. There was many people who regularly went to the cinema.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only 7-8 marks for using the sources and own knowledge.</p> <p><i>Sources C and D suggest that it was due to jazz music. Source C suggests it was extremely popular and was entering the lives of more and more people. Source D confirms the popularity of jazz music..</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using sources/own knowledge only. 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. However Sources A, B and D challenge the view. Source B suggests that jazz had an adverse effect on Americans. Source A suggests the cinema was the main reason. Source D suggests other reasons such as the popularity of sport and the radio...</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. As Level 3. There were several reasons for the growth of the leisure industry including the cinema, sport, radio and jazz music. However, the cinema was the main reason with increasing numbers attending on a weekly basis as shown in Source A...</i></p>	13-15

B5

(a) Target: Source comprehension, inference and inference support (AO2) (3)

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. There appears to be mass support for the march.</i>	(1)
Two unsupported inferences <i>e.g. There appears to be mass support for the march. A variety of people supported the march.</i>	(2)
Three or more unsupported inferences <i>e.g. There appears to be mass support for the march. A variety of people supported the march. The march was very popular. There appears to be strong support for Gandhi himself. Gandhi is shown as the leader of the march.</i> Or One or more supported inferences <i>e.g. The march was very popular as there are a great number of people shown in the photograph.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO2)

(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 agree about the Salt March.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. The two sources do support each other. Both suggest that Gandhi's methods were very successful. Source B suggests it led to concessions from the British government and C mentions the effects on the people in the villages...</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Some differences. Source B focuses on the effects of Gandhi's methods on the British government. However, Source C suggests his methods were more important because of their impact on the people of India. However, for the most part, Source B strongly supports the evidence of Source C.....</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1, AO2 and AO3) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source C says that the crowd were unarmed.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Source A suggests it was because of the Salt March because of all the people.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only. 7-8 marks for using the sources and own knowledge.</p> <p><i>e.g. Sources A and C suggest it was due to the Gandhi and the Congress Party. Source A shows there was mass support. Source C says that the Salt March greatly increased the confidence of the Indian people...</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using sources/own knowledge only 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. Source D suggests other reasons for opposition, including the Rowlatt Acts, the Government of India Acts and the Amritsar Massacre.....</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. As level 3. The activities of Gandhi and the Congress Party widened the support for independence as shown in Sources A, B and C. However, the fundamental reason was British rule itself, shown by the Rowlatt Acts and the Amritsar Massacre and the slow pace of change reflected in the Government of India Acts, which Gandhi was able to exploit...Could include own knowledge about the Rowlatt Acts, Government of India Acts and the Amritsar Massacre.</i></p>	13-15

B6

(a) Target: Source comprehension, inference and inference support (AO2) (3)

Descriptor	Mark
No rewardable material	0
One unsupported inference <i>e.g. There was support for Havel as president.</i>	(1)
Two unsupported inferences <i>e.g. There was support for Havel as president. A range of people supported independence.</i>	(2)
Three or more unsupported inferences <i>e.g. There was support for Havel as president. There was much support from the young for Havel. A range of people supported independence and Havel. Havel is regarded as a great hero or role model.</i> Or One or more supported inferences <i>e.g. A range of people supported independence and Havel as the photograph shows men and women.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO2)

(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 agree about the Velvet Revolution.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>e.g. The two sources do support each other. Source B suggests that the general strike of 26 November was very important. This is supported by Source C which says that the strike was a cunning criticism of communist rule....</i>	(3-5)
Level 3	Developed statements identifying support AND challenge based on source contents and extent of support. <i>e.g. Level 2. Some differences as Source B suggests that the general strike was the key event of the revolution. Source C believes the real trigger was the student demonstration 17 November. There is strong support between the two sources in focusing on the success of the anti-government activities...</i>	(6-7)

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1, AO2 and AO3) (15)

Level	Descriptor	Mark
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>e.g. Source A suggests it was Havel as they are carrying a picture of Havel.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>e.g. Havel was a popular leader at this time.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for and/or against the view and is supported with details from the sources.</p> <p>5-6 marks for using sources/own knowledge only 7-8 marks for using the sources and own knowledge.</p> <p><i>e.g. Sources A, C and D suggest it was due to the leadership of Havel. In Source A, the students are carrying a photo of Havel. In Source C Havel stresses his own role especially the setting up of the Civic Forum....</i></p>	5-8
Level 3	<p>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using sources/own knowledge only 11-12 marks for using the sources and own knowledge.</p> <p><i>e.g. As Level 2. Sources B and D suggest that other factors were important. Source C suggests it was due to the success of the general strike. Source D suggests other factors such as the speeches by Dubcek and the weakness of the communist government....</i></p>	9-12
Level 4	<p>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.</p> <p>13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>e.g. As Level 3. Other factors certainly played an important role in the success of the strike such as the actions of the police and the weakness of the communist government as suggested in Source D. However, Havel certainly played a crucial role in the events of November-December 1989 as suggested by all four sources.</i></p>	13-15

SECTION C

C1 (a) : Target: Source comprehension (AO2)

(3)

Question	Answer	Mark
(a)	One factor Two factors Three factors <i>e.g. Louis Philippe was overthrown. The new government was dominated by the wealthy. There was a second revolt of the Paris mob which was unsuccessful. Louis Napoleon eventually became Prince-President.</i>	1 mark 2 marks 3 marks 3

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

(7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. There were uprisings all over Italy. There was support for more independence in Hungary.</i> 1 mark for one simple statement. 2 marks for two or more.	(1-2)
Level 2	Developed statements of key features The candidate supports their statement with relevant contextual knowledge. <i>e.g. There were uprisings in Sicily against the autocratic rule of Ferdinand. Louis Kossuth led the nationalist movement in Hungary and set up a separate Hungarian state.</i> 3 marks for one developed statement. 4-5 marks for two or more.	(3-5)
Level 3	Developed exposition of key features An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.) <i>e.g. As Level 2. Could include more details of the revolts in Sicily and link these to events in other parts of Italy. Could include more details of the actions of Kossuth and link these to the reactions of Austria.</i> 6 marks for two or more factors. 7 marks for answers which show links between factors.	(6-7)

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. Higher Level (3-4) For unfocused description.</p> <p><i>e.g. The relations between the Great Powers changed in the years 1815-48</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. At the Congress of Vienna the Great Powers had similar aims in that they wanted to prevent further French aggression. However, there were some differences. The Congress System showed co-operation between the Great Powers.....</i></p> <p>High level 2 (7-8) Develops two 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.</p> <p><i>e.g. Level 2 but links differences at Vienna to eventual break-up of the Congress system especially differences between the aims of the Holy Alliance and the British. Even greater changes during Greek War of Independence due to different interests of Britain, Austria and Russia....</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. As Level 3. Links differences between the Great Powers over the Greek War of Independence and the Belgian War of Independence. Initially little change between the Great Powers at Vienna and during the subsequent Congress System. However, significant changes, especially worsening of relations, due to the aims of the Holy Alliance and the two wars of independence...</i></p>	<p>(13-15)</p>
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C2 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	<p>One factor Two factors Three factors</p> <p><i>e.g. It began due to the Russian winter. The retreat was made more difficult by having to cross the Beresina River. The actions of the Russians made the crossing even more difficult. The French suffered heavy casualties numbering 13,000 trying to cross the river.</i></p>	<p>1 mark 2 marks 3 marks</p>

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

(7)

Level	Descriptor	Mark
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. Napoleon's fleet was defeated by the British. The French armies were victorious.</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. The British fleet intercepted and defeated the French fleet off Cape Trafalgar. Napoleon out-maneuvred and defeated the Austrian army under General Mack.</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. Links the threat of a French invasion to the British victory at Trafalgar.... Links the success of Napoleon's tactics to the defeat of Austria...</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	(6-7)

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 1 (3-4) For unfocused description.</p> <p><i>e.g. During the Crimean War the British and French armies attacked those of Russia...</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 stimulus only <i>e.g. As Level 1. More details of key battles of the Crimean War and the wars of German unification....</i></p> <p>High level 2 (7-8) Develops two 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.</p> <p><i>e.g. Level 2 but greater focus on continuity and change. Tactics used during the Crimean War, especially the Charge of the Light Brigade, showed little change since the Napoleonic Wars. Link this to significant changes during the Prussian Wars of unification with the development of the needle gun and the significance of defensive positions...</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. Links developments in steam power and iron ships to dreadnought. Shows that the pace and extent of change varied considerably. Significant change between the tactics used in the Crimean War and the Prussian wars of unification but little change during the last 30 years of the nineteenth century. However, significant and frequent changes in the development of surface vessels culminating with the dreadnought...</i></p>	<p>(13-15)</p>
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C3 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	<p>One factor Two factors Three factors</p> <p><i>e.g. There was strong opposition. Some believed that doctors did not know how much to give and could cause deaths. Others said pain was natural during operations. Some opposed it for religious reasons suggesting that the Bible said that women should suffer during child birth.</i></p>	<p>1 mark 2 marks 3 marks</p> <p>3</p>

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

(7)

Level	Descriptor	Mark
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. Pasteur developed a germ theory Lister made hospitals cleaner.</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. Pasteur showed the link between germs and disease and developed vaccines to prevent chicken pox... Lister developed a carbolic pump which produced a fine spray of antiseptic on to a patient...</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. As level could include more details of Pasteur’s germ theory link to development of vaccines More details of development and application of Lister’s antiseptics and link to developments in hospitals</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 1 (3-4) For unfocused description.</p> <p><i>e.g. Describes cholera epidemic of 1849</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 stimulus only <i>e.g. As Level 1. More details of cholera epidemic of 1849 and of Chadwick's report on public health</i></p> <p>High level 2 (7-8) Develops two 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.</p> <p><i>e.g. Level 2 but greater focus on changes brought about by the work of Chadwick and Snow - Chadwick making link between ill health and poor living conditions and could link this to work of Snow in showing the connection between cholera and the water supply.</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. Could show how cholera epidemics were the main impetus to change and link this to the changes brought about by Chadwick's report, showing how this change was slowed down by opposition to Chadwick's findings and recommendations. Also link Chadwick and Snow's findings to the improvements in public health in the second half of the nineteenth century.</i></p>	<p>(13-15)</p>
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C4 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	<p>One factor Two factors Three factors</p> <p><i>e.g. The League was weakened by lack of important members. Germany only joined in 1926 and then left seven years later. The USA was never a member. This left the League over-dependent on France and Britain.</i></p>	<p>1 mark 2 marks 3 marks</p> <p>3</p>

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

(7)

Level	Descriptor	Mark
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. This met a few times a year The Security Council had quite a few powers</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. It had four permanent members including Britain, France, Japan and Italy. The main function of the Security Council is to deal with crises as they arise and decide the action to be taken...</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 also mention the four non-permanent members of the Council of the League and their powers and link this to permanent members. Could give details of the members of the Security Council and link these to its powers.</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 1 (3-4) For unfocused description. <i>e.g. The Slavery Commission reduced the amount of slavery. The Health Organisation dealt with diseases.</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 stimulus only <i>e.g. As Level 1. More details of the work of the Slavery Commission, for example in Ethiopia, and the achievements of the Health Commission in tackling infectious diseases.</i></p> <p>High level 2 (7-8) Develops two 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.</p> <p><i>e.g. Level 2 but links the achievements of the League's Health Commission to that of WHO and the work of the Slavery Commission and the ILO.</i></p>	(9-12)

Level 4	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. As L3 but focuses on the extent of change brought about by the agencies - could contrast the limited progress in tackling infectious diseases by the League's Health Commission and the more rapid and effective change brought about by WHO.</i></p>	(13-15)
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C5 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	One factor Two factors Three factors <i>e.g. The British decided to hand over the problem of Palestine to the United Nations. The UN drew up a partition plan which was accepted by the Jews. It was rejected by the Arab states. When Britain withdrew, Ben Gurion set up the state of Israel.</i>	1 mark 2 marks 3 marks

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

(7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. The Declaration supported the Jew. More Jews moved to Palestine in the 1930s.</i> 1 mark for one simple statement. 2 marks for two or more.	(1-2)
Level 2	Developed statements of key features The candidate supports their statement with relevant contextual knowledge. <i>e.g. Could include details of why the declaration was drawn up, what it said and its effects on Palestine. Nazi persecution led to greater immigration. Opposition of Palestinians and setting up of the Peel Commission.</i> 3 marks for one developed statement. 4-5 marks for two or more.	(3-5)
Level 3	Developed exposition of key features An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.) <i>e.g. As Level 2. Could link the declaration to Jewish immigration to Palestine. Could link greater Jewish immigration to setting up of the Peel Commission.</i> 6 marks for two or more factors. 7 marks for answers which show links between factors.	(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 1 (3-4) For unfocused description</p> <p><i>e.g. The Arab states attacked Israel in 1948.</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 stimulus only.</p> <p><i>e.g. As Level 1. More details of the first Arab-Israeli War and the Suez Crisis of 1956.</i></p> <p>High level 2 (7-8) Develops two 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 link the Six Days' War with the Yom Kippur War with the Arab determination to get their retaliation in first, as the Jews had done in 1967</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. Shows that the relationship showed little change, with hostility between the two sides, Jewish determination to survive and Arab determination to destroy Israel. However this hostility if, anything, worsened during these years because of these key events - Jewish successes during the Suez Crisis and the Six Days War, and the attacks by the Arab states during the War of Yom Kippur</i></p>	<p>(13-15)</p>
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C6 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	One factor Two factors Three factors <i>e.g. It surprised Mao who expected criticism of those that opposed communist ideals. Instead it led to criticism of his leadership. It resulted in a crackdown which was called the 'Anti-Rightist' campaign. Mao decided to launch the Great Leap Forward.</i>	1 mark 2 marks 3 marks 3

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

(7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. The Long March increased the popularity of Mao. The Kuomintang did little to fight against the Japanese.</i> 1 mark for one simple statement. 2 marks for two or more.	(1-2)
Level 2	Developed statements of key features The candidate supports their statement with relevant contextual knowledge. <i>e.g. Could describe the reasons for the March, the details of the March itself and how it increased the popularity of Mao and the CCP. Contrast the reaction of the CCP and the Kuomintang to the Japanese. Details of the alliance between the two groups.</i> 3 marks for one developed statement. 4-5 marks for two or more.	(3-5)
Level 3	Developed exposition of key features An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.) <i>e.g. As Level 2. Could show links between the 'heroic' features of the March and the increased popularity of Mao. Could show links between the attitude of the two different parties and the eventual alliance against the Japanese.</i> 6 marks for two or more factors. 7 marks for answers which show links between factors.	(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 1 (3-4) For unfocused description.</p> <p><i>e.g. Land was taken from the landowners.....</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 stimulus only.</p> <p><i>e.g. As Level 1. More details of how land was taken from the landowners and the details of the First Five Year Plan.</i></p> <p>High level 2 (7-8) Develops two 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 shows the links between the greater control of the economy achieved by the First Five-Year Plan and the Great Leap Forward</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. Level 3. Makes judgements on extent of change during this period. Could contrast the massive changes brought about by the First Five-Year Plan and the Great Leap Forward with much greater central control and direction and isolation from the West to the reforms of Deng encouraging foreign technical help and loans.</i></p>	<p>(13-15)</p>
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C7 (a) : Target: Source comprehension (A02)

(3)

Question	Answer	Mark
(a)	One factor Two factors Three factors <i>e.g. Nyerere was different. He ruled on socialist lines. He nationalised all important businesses. He introduced five-year development plans. Village self-help projects were set up. He discouraged foreign loans.</i>	1 mark 2 marks 3 marks

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

(7)

Level	Descriptor	Mark
Level 1	Simple or generalised statements of key features The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. It started when the Belgians left. The Algerians wanted to get rid of the French.</i> 1 mark for one simple statement. 2 marks for two or more.	(1-2)
Level 2	Developed statements of key features The candidate supports their statement with relevant contextual knowledge. <i>e.g. Details of the civil war between Lumumba and the province of Katanga and the intervention of the UN. Details of growth of opposition to French rule, the leadership of Ben Bella and French reactions.</i> 3 marks for one developed statement. 4-5 marks for two or more.	(3-5)
Level 3	Developed exposition of key features An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.) <i>e.g. As Level 2. Could link the civil war with the intervention of the UN. Could link growth of opposition to French rule to the emergence of Ben Bella.</i> 6 marks for two or more factors. 7 marks for answers which show links between factors.	(6-7)

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 1 (3-4) For unfocused description <i>e.g. Apartheid meant that the blacks were treated worse.</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 stimulus only. <i>e.g. As Level 1. More details about the introduction of apartheid by Malan and the Nationalist Party and the changes during the 1950s and 1960s.</i></p> <p>High level 2 (7-8) Develops two 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. Show links between the changes brought in by Botha and the de Klerk in the 1980s and early 1990s.</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. As level 3 but more explicit judgements on the extent of changes. For example apartheid changed for the worse and was more strictly applied in the years after 1948. However, further change with the relaxation of apartheid under Botha and its eventual removal under de Klerk.</i></p>	<p>(13-15)</p>
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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 1 (3-4) For unfocused description. <i>e.g. Brief description of the Battle of Britain.</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 stimulus only. <i>e.g. As Level 1. More details of the Blitz and the allied bombing of Germany.</i></p> <p>High level 2 (7-8) Develops two 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. As level 2. Could show links between the Blitz and the Allied bombing of Germany - show how neither was fully effective in defeating the enemy. Could link the effectiveness of air power in softening up the enemy in Arab-Israeli and Gulf Wars.</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained argument</p> <p>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.</p> <p>Low level 4 (13-14) Addresses inter-relationship between various factors. High level 4 (15) Addresses the extent of change and/or continuity.</p> <p><i>e.g. Judgement on extent of change and continuity, For example both the Blitz and the Allied bombing of Germany showed important changes in the use of airpower to try to force the enemy to surrender. However, neither were successful and highlighted the limitations of airpower.</i></p>	<p>(13-15)</p>
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