

INTERNATIONAL GCSE

History

Sample Assessment Material

Pearson Edexcel International GCSE in History (4HI0)

First examination June 2014

Contents

Paper 1

Sample Assessment Material	3
Sample Mark Scheme	23

Paper 2

Sample Assessment Material	59
Sample Mark Scheme	95

Contents

Depth Studies

- **Answer two questions**
- **Answer a maximum of one question from each group**
- **Do not combine the following:**
 - Option 1 and Option 5
 - Option 2 and Option 4
 - Option 3 and Option 7

Group A

1	Development of a nation: Unification of Germany, 1848–71	Page 3
2	Development of a nation: Unification of Italy, 1852–70	Page 4
3	Autocracy and revolt in Russia, 1881–1914	Page 5

Group B

4	Development of dictatorship: Italy, 1918–43	Page 6
5	Development of dictatorship: Germany, 1918–45	Page 7
6	A world divided: International relations between the wars, 1919–39	Page 8

Group C

7	Dictatorship and conflict in Russia, 1924–53	Page 9
8	A world divided: Superpower relations, 1945–62	Page 10
9	A divided union: Civil Rights in the USA, 1945–74	Page 11

Depth Studies

Answer TWO questions.

1: Development of a nation: Unification of Germany, 1848–71

(a) Study these events which occurred in the years 1848–67.

The Frankfurt Assembly	North German Confederation	The Erfurt Union	The Seven Weeks War	War with Denmark
------------------------	----------------------------	------------------	---------------------	------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The Frankfurt Assembly

or

The Erfurt Union

Explain **one** effect on the movement for German unification of the event you have chosen.

(4)

(c) Why did Prussia go to war against Austria in 1866? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Bismarck was able to use the Ems Telegram to provoke Napoleon III into declaring war on Prussia. The Franco-Prussian War was short and ended in a decisive victory for the Prussian army. The four southern states fought on the side of Prussia.

Use the source, and your own knowledge, to explain the part played by the Franco-Prussian War in the unification of Germany, 1870–71.

(10)

(Total for Question 1 = 25 marks)

2: Development of a nation: Unification of Italy, 1852–70

(a) Study these events which occurred in the years 1852–60.

The Battle of Solferino	The Orsini Bomb	The Crimean War	The Treaty of Villafranca	The Pact of Plombières
-------------------------	-----------------	-----------------	---------------------------	------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Explain **one** effect on the movement for Italian unification of the event you have chosen.

(4)

(c) Why did Piedmont and France go to war against Austria in 1859? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Garibaldi had been born in Nice. He had been planning to march to Nice to defend it against the French in 1860 when he heard of the revolt in Sicily. He could not resist the temptation to sail to Sicily and help the people fight against the king. Cavour almost certainly knew what was going on, and did very little to stop Garibaldi.

Use the source, and your own knowledge, to explain the part played by Garibaldi in the unification of Italy in the years 1860–70.

(10)

(Total for Question 2 = 25 marks)

3: Autocracy and revolt in Russia, 1881–1914

(a) Study these events which occurred in Russia in the years 1881–1906.

Formation of the Socialist Revolutionary Party	The October Manifesto	Bloody Sunday	Nicholas II becomes Tsar	Outbreak of the Russo-Japanese War
--	-----------------------	---------------	--------------------------	------------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

Formation of the Socialist Revolutionary Party

or

Nicholas II becomes Tsar

Explain **one** effect on Russia of the event you have chosen.

(4)

(c) Why was there a revolution in Russia in 1905? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Duma (parliament) met in 1906 but was closed by Nicholas after seventy-two days. Three more Dumas met in the next ten years, but each had fewer powers and each time fewer people were allowed to vote. At the same time, Nicholas retained the title of Autocrat in 1906 and continued to appoint and dismiss ministers.

Use the source, and your own knowledge, to explain why Nicholas II became more unpopular in the years 1906–14.

(10)

(Total for Question 3 = 25 marks)

4: Development of dictatorship: Italy, 1918–43

(a) Study these events which occurred in Italy in the years 1918–29.

The March on Rome	Murder of Matteotti	The Lateran Pacts	The setting up of the Fascist Party	The Acerbo Electoral Law
-------------------	---------------------	-------------------	-------------------------------------	--------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Explain **one** effect on Italy of the event you have chosen.

(4)

(c) Why were the Lateran Pacts important to Mussolini? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

During the 1920s Mussolini was very popular with many Italians. But in the 1930s he began to lose his appeal. Some of his plans were not thought through. When they did not work, Mussolini tended to give up. People began to realise that his claim to be some sort of a superman was simply not true.

Use the source, and your own knowledge, to explain why Mussolini became less popular in the 1930s.

(10)

(Total for Question 4 = 25 marks)

5: Development of dictatorship: Germany, 1918–45

(a) Study these events which occurred in Germany in the years 1918–24.

The Dawes Plan	Hyperinflation	French occupation of the Ruhr	The Treaty of Versailles	The Kapp Putsch
----------------	----------------	-------------------------------	--------------------------	-----------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

Hyperinflation

or

The Treaty of Versailles

Explain **one** effect on the Weimar Republic of the event you have chosen.

(4)

(c) Why was there increased support for the Nazi Party in the years 1929–32? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Nazis believed that men and women had different roles to play in Germany. Boys and girls were sent to separate schools and studied different subjects. The training continued in the Nazi youth movements. Men were expected to become soldiers and workers. Women were discouraged from doing paid work.

Use the source, and your own knowledge, to explain the changes in the position of women in Nazi Germany in the years 1933–39.

(10)

(Total for Question 5 = 25 marks)

6: A world divided: International relations between the wars, 1919–39

(a) Study these events which occurred in the years 1920–1936.

The Abyssinian Crisis	The setting-up of the League of Nations	The Corfu Incident	The Locarno Treaties	The reoccupation of the Rhineland
-----------------------	---	--------------------	----------------------	-----------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Explain **one** effect on the position of the League of Nations of the event you have chosen.

(4)

(c) Why was there a crisis over the Sudetenland in 1938? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Nazi-Soviet Pact was signed on 23 August 1939 by Joachim von Ribbentrop, the German Foreign Minister, and Vyacheslav Molotov, the Soviet Foreign Minister. The Nazi-Soviet Pact appeared to be a simple non-aggression pact between two countries. In fact, it was an agreement to divide up Poland.

Use the source, and your own knowledge, to explain why war broke out in Europe in September 1939.

(10)

(Total for Question 6 = 25 marks)

7: Dictatorship and conflict in Russia, 1924–53

(a) Study these events which occurred in Russia in the years 1924–41.

The start of the Moscow Show Trials	The third Five-Year Plan	Trotsky expelled from the Politburo	Murder of Kirov	The start of mass collectivisation
-------------------------------------	--------------------------	-------------------------------------	-----------------	------------------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

Trotsky expelled from the Politburo

or

Mass collectivisation

Explain **one** effect on Russia of the event you have chosen.

(4)

(c) Why did Stalin carry out a series of purges in the Soviet Union in the 1930s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

By 1941, Stalin had started three Five-Year Plans and Soviet industry had been changed in many ways. The Plans concentrated on heavy industry and oil, gas and electricity. New cities were built in Siberia and the Soviet Union became the second most powerful industrial country in the world.

Use the source, and your own knowledge, to explain the changes in industry in the Soviet Union in the years 1928–41.

(10)

(Total for Question 7 = 25 marks)

8: A world divided: Superpower relations, 1945–62

(a) Study these events which occurred in the years 1945–62.

The Hungarian Uprising	The setting-up of the Warsaw Pact	The building of the Berlin Wall	The Marshall Plan	The setting-up of NATO
------------------------	-----------------------------------	---------------------------------	-------------------	------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Explain **one** effect on the relations between the USA and the Soviet Union of the event you have chosen.

(4)

(c) Why had the USA and the Soviet Union become rivals by 1947? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

On 14 October 1962 a US spy plane took photographs which showed Soviet missile bases being built in Cuba. This meant that all US missile defence systems were now useless. From 16 October Kennedy spent one week asking his defence chiefs for possible reactions and considering alternatives.

Use the source, and your own knowledge, to explain why there was a crisis over missiles in Cuba in 1962.

(10)

(Total for Question 8 = 25 marks)

9: A divided union: Civil Rights in the USA, 1945–74

(a) Study these events which occurred in the USA in the years 1945–74.

Little Rock High School	The Rosenberg Case	Nixon resigns as President	Assassination of Malcolm X	The Freedom Riders
-------------------------	--------------------	----------------------------	----------------------------	--------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Explain **one** effect on the USA of the event you have chosen.

(4)

(c) Why did a student movement develop in the USA in the 1960s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Martin Luther King was a Baptist minister who believed in using non-violent protest. He was a leader of the Southern Christian Leadership Conference and organised the Montgomery Bus Boycott. By 1961 he was the most important figure in the Civil Rights movement and was able to influence President Kennedy.

Use the source, and your own knowledge, to explain the part played by Martin Luther King in the Civil Rights campaign of the 1950s and 1960s.

(10)

(Total for Question 9 = 25 marks)

TOTAL FOR PAPER = 50 MARKS

BLANK PAGE

Write your name here

Surname	Other names
---------	-------------

**Pearson Edexcel
International GCSE**

Centre Number	Candidate Number									
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				

History

Paper 1

Sample Assessment Material Time: 1 hour 30 minutes	Paper Reference 4HI0/01
--	-----------------------------------

You must have: Question and Sources Booklet (enclosed)	Total Marks
---	-------------

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions.
- Ensure you answer questions from the correct specification option.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

S40980A

©2011 Edexcel Limited.



You must answer TWO questions.

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 5.

Indicate which question you are answering by marking the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

BLANK PAGE

Paper 1

Sample Mark Scheme

1 (a) Target: Recall of knowledge (AO1) (3)

Question Number	Answer	Mark
(a)	Frankfurt Assembly, Erfurt Union, War with Denmark, Seven Weeks War, North German Confederation. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg The Frankfurt Assembly did not help German Unification.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg The Erfurt Union was a union of North German States under Prussian leadership - opposition of Austria - not supported by Austria and several states - not help to unification.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4)

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Austria declared war on Prussia.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was that Bismarck wanted to remove Austrian influence in German affairs.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows importance of Austro-Prussian rivalry and Bismarck's desire for Prussian dominance and how Bismarck used Holstein and provoked Austria into war.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) **(10)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Prussia defeated France.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of defeat of France or support of southern states.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Declaration of German Empire and Treaty of Frankfurt led to German unification. Defeat of France removed major obstacle to unification.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg The Franco-Prussian War played an important role in the unification of Germany by removing the barrier of French opposition to a strong Germany. However, the most important part played by the war was to convince the southern states to join with the North German Confederation....</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	---	----------------------

Total for Question 1 = 25 marks

2 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Crimean War, Orsini bomb, Pact of Plombières, Battle of Solferino, Treaty of Villafranca. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg Orsini Bomb helped the cause of Italian unification.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg Piedmont fought on side of Britain and France in Crimean War. This encouraged greater support from these countries for Italian unification.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) (8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg It was because Cavour wanted unification.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was the Pact of Plombières between France and Piedmont in which they agreed to ally against Austria.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg Includes information as level 2 and shows how this led to conflict, for example, shows how key terms of Pact provoked Austria.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) (10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Garibaldi sailed to Sicily.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Garibaldi raised a volunteer army of a thousand and sailed to Sicily where he conquered the island.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Additionally shows how Garibaldi captured Naples and Sicily. Explains the reactions of Cavour.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg The capture of Naples and Sicily gave Garibaldi the confidence to advance northwards to the Papal States. However, the most important factor was the raising of the thousand because this inspired widespread support for unification on the south of Italy.</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	--	----------------------

Total for Question 2 = 25 marks

3 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Nicholas II becomes Tsar, formation Socialist Revolutionary Party, outbreak of Russo-Japanese War, Bloody Sunday, October Manifesto. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg This was a party which wanted revolution.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg Nicholas II was a reluctant Tsar who preferred the quiet family life. He believed in autocracy and repression.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) (8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because many people in Russia were unhappy.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg The defeat of Russia in war with Japan. Returning soldiers very discontented.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how revolution came about because of discontent of peasants, workers, subject nationalities and Bloody Sunday.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) **(10)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg He did not keep his promises.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Tsar's attitude towards the Dumas, Stolypin's repressive policies.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how Tsar became more unpopular following death of Stolypin, repression and Lena Goldfield and the failure of the dumas.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg Nicholas II became more unpopular due to the repressive policies followed in the aftermath of the 1905 Revolution. However, the main reason was his failure to give power to the Dumas...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	---	----------------------

Total for Question 3 = 25 marks

4 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	The setting up of Fascist Party, March on Rome, Acerbo Electoral Law, murder of Matteotti, Lateran Pacts. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg The new electoral law meant Mussolini was in control.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg The murder of one of the chief opponents of Mussolini, probably by Fascists, meant the removal of the greatest threat to Mussolini's dictatorship.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) **(8)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Mussolini got on better with the Pope.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Meant improved relations between Mussolini and the Pope by settling areas of difference.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how agreement, increased prestige for Mussolini, although some differences in 1930s.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) **(10)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Some of his policies did not work.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of policies that did not work, such as Battles of Lira and Wheat, Fascist oppression.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how Mussolini lost support by the end of the 1930s because of lack of success abroad, taking a long time to defeat Abyssinia, increasingly in the shadow of Hitler and failure of economic policies.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg Limited success abroad was one reason why Mussolini became less popular in the 1930s. However, the main reason was the failure of his economic policies especially the Battle for Lire and Wheat...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	---	----------------------

Total for Question 4 = 25 marks

5 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Treaty of Versailles, Kapp Putsch, French occupation of Ruhr, hyperinflation, Dawes Plan 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg Many Germans hated the Treaty of Versailles.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg Hyperinflation meant that the German currency lost all value and people on fixed incomes could not afford everyday necessities.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) (8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because German people were unhappy.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was the Depression which led to six million out of work.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome</p> <p><i>eg As level 2. Shows how Hitler's promises, activities of SA, Nazi propaganda led to increased support for Nazis.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of change (AO2:4), comprehension of source (AO3:3) (10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Women lost their jobs.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of loss of employment opportunities, domestic role, incentives to marry.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how Nazi vision of the three Ks changed position of women in domestic role, marriage and employment opportunities.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg The employment opportunities for women became much more restricted in Nazi Germany. However, the most important change was to, once again, place married women at the centre of family life...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	--	----------------------

Total for Question 5 = 25 marks

6 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Setting-up League of Nations, Corfu Incident, Locarno Treaties, Abyssinian Crisis, the reoccupation of the Rhineland. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg This was when Italy bombarded Corfu.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg The Abyssinian Crisis greatly weakened the League of Nations, because it could not prevent an Italian occupation.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) (8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Hitler wanted to take over the area.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg German nationals in area, Hitler's support for Sudeten Germans.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows Hitler's demands and Anglo-French desire for appeasement brought about crisis.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) (10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Hitler invaded Poland.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Events of 1939, German occupation of Prague, Anglo-French promises to Poland.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how Hitler's aims and policies in 1939 v Czechoslovakia, Poland and the Nazi-Soviet Pact led to the outbreak of war in Europe.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg Hitler's occupation of the rest of Czechoslovakia led Britain and France to guarantee Poland. However, the Nazi-Soviet Pact was the most important short-term reason for the outbreak of war in Europe, because Soviet neutrality cleared the way to a German invasion of Poland...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	---	----------------------

Total for Question 6 = 25 marks

7 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Trotsky expelled from Politburo, the start of mass collectivisation, murder of Kirov, the start of the Moscow Show Trials, the third Five Year Plan. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg This was because Trotsky was a rival.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg The first collectives were greatly opposed by many peasants especially the kulaks. Stalin decided to remove all opponents.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) **(8)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Stalin wanted all the power.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Murder of Kirov, to get rid of rivals and secure his leadership.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how Stalin had economic motives-kulaks, ensure success of Five Year Plans, and military-army purges.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of change (AO2:4), comprehension of source (AO3:3) **(10)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Big increases in production.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Gosplan and the Five Year Plans.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how industry changed by new location, Stakhanovites, living and working conditions.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg The location of Soviet industry changed with the main industrial centres moving further east. However, the most important change was in the rapid growth of heavy industry especially during the First Five-Year Plan...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	--	----------------------

Total for Question 7 = 25 marks

8 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	<p>The Marshall Plan, setting up of NATO, setting up Warsaw Pact, Hungarian Uprising, building of Berlin Wall.</p> <p>2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks</p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was when the USA and other countries signed an alliance.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The candidate gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg Berlin Wall worsened relations. USA annoyed lack of movement between East and West. Attempts to escape over wall.</i></p>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) **(8)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of capitalism and communism.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Differences at Yalta and Potsdam, ideological differences, attitude of Truman.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how US use of atom bomb, Truman Doctrine and Marshall Plan worsened relations.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) (10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Because the Soviet Union had missiles on Cuba.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Khrushchev and missiles, US spy plane and missile sites, attitude Kennedy.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows how Kennedy's attempts to undermine the Castro government and Khrushchev's decision to place missiles on Cuba precipitated the crisis.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg Kennedy's policies did much to drive Cuba closer to the Soviet Union. However, the most important reason for the crisis was Khrushchev's decision to put missile sites on Cuba, very close to the US mainland...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	--	----------------------

Total for Question 8 = 25 marks

9 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Answer	Mark
(a)	Rosenberg Case, Little Rock High School, Freedom Riders, Assassination of Malcolm X, Nixon resigns as President. 2 in correct sequence: 1 mark 3 in correct sequence: 2 marks 4/5 in correct sequence: 3 marks	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge of history (AO1:2), explanation of consequence (AO2:2) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg This was a case about spying.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg This brought a lot of publicity in USA and worldwide and forced the US president, Eisenhower, to get involved.</i>	(3-4)

(c) Target: Recall, selection and communication of knowledge of history (AO1:4), explanation and analysis of causation (AO2:4) **(8)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because many students were unhappy.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Desire for more say in universities, opposition to war in Vietnam.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely-selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how student movement linked to civil rights, protest singers and international movement.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

(d) Target: Recall, selection and communication of knowledge of history (AO1:3), explanation and analysis of causation (AO2:4), comprehension of source (AO3:3) **(10)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Martin Luther King (MLK) became the leader of the Civil Rights Movement.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation selecting relevant information.</p> <p><i>eg Methods used by MLK, Washington March, 'I have a dream' speech.</i></p> <p>3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely-selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p><i>eg As level 2. Shows impact of Montgomery in 1950s on MLK and influence with Kennedys in early 1960s and the importance of the civil rights marches.</i></p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p>	(6-7)

<p>Level 4</p>	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p><i>eg The Montgomery Bus Boycott was Martin Luther King's first national success. However, his most important role was in establishing peaceful methods of campaigning based on those of Gandhi in India which did much to influence presidents Kennedy and Johnson...</i></p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	<p>(8-10)</p>
-----------------------	--	----------------------

Total for Question 9 = 25 marks

Pearson Edexcel International GCSE

History

Paper 2

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

4HI0/02

Question and Sources Booklet

Do not return this booklet with your Answer Booklet

Turn over ►

S40981A

©2011 Edexcel Limited.

3/3/2/2/2/2/1/2



PEARSON

Section A – Historical Investigation

A1 The French Revolution, c1780–94	Page 3
A2 The origins and course of the First World War, 1905–18	Page 5
A3 Russia in Revolution, 1914–24	Page 7
A4 The USA, 1917–29	Page 9
A5 Colonial rule and the nationalist challenge in India, 1919–47	Page 11
A6 The fall of Communism in Europe, 1979–91	Page 13

Section B – Breadth Study in Change

B1 The changing nature of warfare, 1803–1908	Page 15
B2 Changes in medicine, c1845–c1945	Page 16
B3 The changing role of international organisations: The League and the UN, 1919–2000	Page 17
B4 Conflict, crisis and change: The Middle East, c1919–95	Page 18
B5 Conflict, crisis and change: China, c1911–89	Page 19
B6 Change in Africa from colonialism to independence, 1939–2000	Page 20
B7 The changing nature of warfare, c1936–c2003	Page 21

Section A

Historical Investigation

Answer ONE question from this Section.
You should spend about 45 minutes on this Section.

A1: The French Revolution, 1780–94

This question is about the causes of the French Revolution. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A French cartoon of 1789. 'Impôts' were taxes and 'corvées' was labour.



Source B: From the journal of a French bishop, 1775.

Louis XVI is seen passing his mornings in his closet observing with his telescope those who arrive at Versailles. He often occupies himself in sweeping, nailing and unnailing. Some common sense, simple tastes and honest heart: that is his good side. He tends not to be able to make his mind up, he is weak-willed and does not know his people; there is the contrast.

Source C: From a statement about the King by a member of the Paris law court, 1785.

He does not have the qualities needed by a man to be a leader. He is timid and lacks self-confidence. He knows little about his people and spends unwisely. It is recognised that others, especially his wife, influence his decisions.

Source D: From a history of the French Revolution, 1992.

Middle-class members of the National Assembly wanted to share power with the King. However, because of the bad harvests in 1788 which led to a continued rise in food prices, many working-class people and peasants wanted much greater changes in how France was run.

Study Source A.

- (a) What can you learn from Source A about the Three Estates in France before 1789? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about Louis XVI? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the French Revolution was the bad harvests of 1788.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A1 = 25 marks)

A2: The origins and course of the First World War, 1905–18

This question is about the deadlock on the Western Front. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A British painting showing an attack by British troops on German trenches at Neuve Chapelle, March 1915.



Source B: An eye witness account of a British attack on the German trenches on 1 July 1916.

The 1st Rifle Brigade advanced in perfect order. Everything was working smoothly, not a shot being fired. We had nearly reached the German front line, when all at once machine-guns opened up all along our front with a murderous fire. We were caught in the open, with no shelter. Men were falling all around us. I tripped over dead bodies and fell headlong into a shell hole. Bodies were strung out on the barbed wire.

Source C: A description of a British attack during the Somme offensive.

Hundreds of dead were strung out on the barbed wire. Quite as many died on the enemy wire as on the ground. It was clear that there was no gap in the wire at the time of the attack. The Germans must have been reinforcing the wire for months. How did the planners imagine that the British soldiers would survive the machine gun fire and the barbed wire?

Source D: From a modern history textbook.

The commanders on both sides had little or no idea about trench warfare and the tactics necessary to break the deadlock. Many of the senior British generals had very out-of-date ideas. They still believed that the cavalry would win wars. They persisted for over three years with the belief that numbers of infantry soldiers would achieve a breakthrough against machine-guns and barbed wire.

Study Source A.

- (a) What can you learn from Source A about fighting on the Western Front during the First World War? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the reasons for the failure of the British attacks at the Somme in July 1916? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the deadlock on the Western Front was the tactics of the commanders on both sides.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A2 = 25 marks)

A3: Russia in Revolution, 1914–24

This question is about the Civil War of 1918–21. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A Bolshevik poster of 1919. The three dogs represent leading White commanders.



Source B: From a history of the USSR written by a Soviet historian in 1981.

The Communist Party sent its members to join the Red Army. By the end of 1918 the Red Army numbered 1,700,000. It was a strong force. Even so, on every battlefield Red Army units had to fight against an enemy who was better equipped, better trained and who outnumbered them.

Source C: From a modern history of the Russian Civil War.

From the winter of 1918–19 even the White commanders, Kolchak and Denikin, faced a struggle against great odds. The Bolsheviks had all of 1918 to strengthen their position. They controlled most of the resources of old Russia. They had more popular support, and their forces greatly outnumbered those of the Whites.

Source D: From a textbook about Russia published in 1996.

The task of raising an army to fight against the Whites was given to Trotsky. In March 1918 Trotsky became Chairman of the Supreme War Council and it was his brilliance in organisation and fighting that was mainly responsible for the Reds victory in the Civil War.

Study Source A.

- (a) What can you learn from Source A about the Whites during the Civil War? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about the strengths of the two sides during the Civil War? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the Bolshevik victory in the Civil War was the leadership of Trotsky.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A3 = 25 marks)

A4: The USA, 1917–29

This question is about the Roaring Twenties. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A newspaper advertisement for a car in 1927.



Source B: From a speech by Herbert Hoover in October 1928.

We have increased home ownership. Today there are almost nine automobiles for every ten families. Seven years ago only enough automobiles were running to average less than four every ten families. Our people have more to eat, better things to wear, and better homes. Wages have increased, the cost of living has decreased. The job of every man and woman made more secure. We have in a short period decreased the fear of poverty, the fear of unemployment, the fear of old age.

Source C: From the *New York Herald Tribune*, early 1929.

Any US citizen willing to get up early enough can look out of his own windows and see a trail of thousands of workmen's automobiles scooting down the boulevards to their factory or new building destination. Even ten years ago this great mass of labour had to live around the corner in a hovel next to the factory or hang on street cars at six o'clock in the morning in order to reach the building site.

Source D: From a history of the USA between the wars, 1987.

By 1920 Americans owned a total of seven million cars. By 1930 the total had risen to nearly twenty-five million. Car ownership brought a major change in people's lives and the success of the car manufacturers ensured the prosperity of other industries too. However, government policies of laissez-faire and protection also stimulated industrial growth.

Study Source A.

- (a) What can you learn from Source A about life in the USA during the 1920s? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about life in the USA during the 1920s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the boom of the 1920s was the car industry.'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question A4 = 25 marks)

A5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about the impact of British rule on India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: An illustration of the Amritsar Massacre of 1919.



Source B: From a speech by the Prime Minister, David Lloyd George, in the House of Commons in 1922.

I see no period when the Indians can do without the guidance and assistance of the small nucleus of the British Civil Service, of British officials in India. They are the steel frame of the whole structure. If you take that steel frame out, the whole fabric will collapse.

Source C: From a speech by Winston Churchill in the House of Commons in 1935.

We have as good a right to be in India as anyone there. Our government of India is not irresponsible. It is the best government that India has ever had and ever will have. We hope once and for all to kill the idea that the British in India are moving out of the country as soon as they have been able to set up a government to take their place.

Source D: From a modern history textbook.

When the Government of India Act was passed, it did not give Indians what they wanted. They were allowed a national Parliament and control of local matters. However, the decisions of these parliaments could be blocked by the Viceroy, and the British kept control of finance and law. This led to increased support for Gandhi and the Congress Party.

Study Source A.

- (a) What can you learn from Source A about the Amritsar Massacre? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about relations between Britain and India? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of opposition to British rule in India was the Government of India Act of 1919.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A5 = 25 marks)

A6: The fall of Communism in Europe, 1979–91

This question is about the policies of Gorbachev and developments in Eastern Europe, 1988–90. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of demonstrators in Lithuania in 1990.



Source B: From a speech by Gorbachev to the United Nations, 1988.

Force or the threat of force neither can nor should be instruments of foreign policy. We believe in the principle of freedom of choice. Refusal to recognise this principle will have serious consequences for world peace. To deny a nation choice, regardless of any excuse, is to upset the unstable balance that has been achieved.

Source C: From a broadcast by the Soviet foreign minister in October 1989.

The Soviet Union recognises the freedom of choice of all countries, specifically including the Warsaw Pact states. We now have the Sinatra Doctrine. Sinatra had a song, 'My Way', so now every country decides on its own which road to take. Political structures must be decided by the people who live in a country. The Soviet Union will accept the rejection of communist parties.

Source D: From a history of Russia, published in 2006.

The satellite states hated communism and wanted to break free of Soviet control. In the years 1989–90, Poland, Hungary, Czechoslovakia, Romania and Bulgaria introduced free elections and opened up contacts with the West. In November 1989 there were anti-communist demonstrations in East Germany during which the Berlin Wall was pulled down.

Study Source A.

- (a) What can you learn from Source A about the relations between Lithuania and the Soviet Union? (3)

Study Sources B and C.

- (b) How far does Source C support the evidence of Source B about Gorbachev's policies in Eastern Europe? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main cause of the collapse of communism in Eastern Europe was hatred of the Soviet Union.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question A6 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

Section B

Breadth Study in Change

Answer **ONE** question from this section.
You should spend about 45 minutes on this section.

B1: The changing nature of warfare, 1803–1908

Source: From a history of warfare, published in 2002, describing the Battle of Trafalgar.

Nelson, with only 27 ships to 33, was outnumbered. However, Nelson was so confident of the superior seamanship of his men that he steered his ships, in a formation of two columns, into the enemy line. Nelson himself was killed in the Battle, but 18 of the enemy ships were captured or sunk for no losses of British ships. The battle ended any hope that Napoleon had of invading Britain.

- (a) What does this Source tell us about the Battle of Trafalgar? (3)
- (b) Explain the key features of **either** the Peninsular Campaign **or** the Battle of Waterloo (1815). (7)
- (c) How far did land warfare change in the years 1854–1905?

You may use the following information to help you with your answer.

- The Crimean War, 1854–56
- The German wars of unification, 1864–71

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

Source: Extract from a report by a British newspaper, October 1854, on the military hospital at Scutari during the Crimean War.

There are not sufficient surgeons. Worse, there is not even linen to make bandages. The men are kept, in some cases for a week, without the hand of a medical man coming near their wounds. They are left to die in agony, though catching desperately at the surgeon whenever he makes his rounds. They are kept in overcrowded conditions, some having to lie on the floor due to the shortage of beds.

(a) What does this Source tell us about the hospital at Scutari? (3)

(b) Explain the key features of the work in medicine of **either** Pasteur **or** Koch. (7)

(c) How far did the role of women in medicine change in the years 1845–1945?

You may use the following information to help you with your answer.

- Florence Nightingale and developments in nursing
- The influence of the two world wars

(15)

(Total for Question B2 = 25 marks)

B3: The changing role of international organisations: The League and the UN, 1919–2000

Source: From a modern history textbook, published in 2001.

The League failed for several reasons. The sanctions the League imposed were often ineffective. It did not have its own military forces to use against an aggressor. In any case, countries were reluctant to act against an aggressor unless their own interests were at stake. However, the most important reason was the absence of key nations, especially the USA.

(a) What does this Source tell us about the reasons for the failure of the League of Nations? (3)

(b) Explain the key features of the peacekeeping role of the United Nations in **either** the Korean War (1950–53) **or** the Congo (1960–64). (7)

(c) How far did agencies of the League of Nations and the United Nations improve the lives of people in the years 1920–2000?

You may use the following information to help you with your answer.

- The International Labour Organisation
- The World Health Organisation

(15)

(Total for Question B3 = 25 marks)

B4: Conflict, crisis and change: The Middle East, c1919–95

Source: From the Israeli Ambassador to the United Nations, October 1956.

Israel has taken these steps to destroy Egyptian *fedayeen* bases in the Sinai Peninsula. These units, organised some years ago by the Egyptian government and forming part of the Egyptian regular army, were set up to spread terror in Israel through acts of murder and sabotage. Within the last week there have been 24 Israeli casualties caused by mines planted by the *fedayeen* in Israeli territory.

(a) What does this Source tell us about the reasons for the Israeli invasion of Egypt in 1956?

(3)

(b) Explain the key features of **either** the Six Day War of 1967 **or** the Yom Kippur War of 1973.

(7)

(c) How far was the Second World War responsible for the creation of the state of Israel in 1948?

You may use the following information to help you with your answer.

- Jewish migration to Palestine, 1919–39
- The impact of the Second World War

(15)

(Total for Question B4 = 25 marks)

B5: Conflict, crisis and change: China c1911–89

Source: From a speech by Mao Zedong in December 1935.

For twelve months we were under daily bombing from the skies, whilst on land we were pursued by a huge force. We met untold dangers when marching across eleven provinces. The Long March has shown the world that the Red Army is an army of heroes. The Long March also tells the 200 million in the eleven provinces that only the road of the Red Army leads to freedom.

(a) What does this Source tell us about the importance of the Long March? (3)

(b) Explain the key features of **either** the Cultural Revolution **or** the democracy movement of 1979–89. (7)

(c) How far did Mao Zedong change the organisation of agriculture and industry in China in the years 1949–62?

You may use the following information to help you with your answer.

- The First Five-Year Plan, 1953–57
- The Great Leap Forward, 1958–62

(15)

(Total for Question B5 = 25 marks)

B6: Change in Africa from colonialism to independence, 1939–2000

Source: From a history textbook, published in 1987.

Decolonisation began soon after the Second World War. It started partly because the war had greatly weakened the colony-owning countries in Africa such as Britain and France. The war also strengthened African nationalism, the demand for Africans to run their own affairs, especially from ex-soldiers. There was a growing number of educated Africans – lawyers and teachers, in the towns, who supported the demand for independence.

- (a) What does this Source tell us about the impact of the Second World War on Africa? (3)
- (b) Explain the key features of the independence movement in **either** Ghana (Gold Coast) **or** Kenya. (7)
- (c) How far were the policies of FW de Klerk responsible for bringing an end to apartheid in South Africa?

You may use the following information to help you with your answer.

- The activities of the ANC and UDF in the years 1982–94
- The policies of FW de Klerk

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare c1936–c2003

Source: A survivor describes the effects of the atomic bomb on Hiroshima in August 1945.

My wife found shelter in a shack with some other people and began feeding the baby. There were people in there who had been horribly burnt by the force of the blast. Glass splinters were stuck all over her face; she was able to remove the largest of these. However, soon afterwards her hair began to fall out. Then she developed small boils and started bleeding from various parts of her body. Within a short time she was bald. The baby showed the same symptoms but also had diarrhoea. He died soon afterwards.

- (a) What does this Source tell us about the effects of the atomic bomb on Hiroshima? (3)
- (b) Explain the key features of **either** blitzkrieg **or** guerrilla warfare. (7)
- (c) How far did methods of sea and aerial warfare change in the years 1939–75?

You may use the following information to help you with your answer.

- Changes in aerial warfare in the years 1945–75
- Changes in submarine warfare during and after the Second World War

(15)

(Total for Question B7 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

BLANK PAGE

BLANK PAGE

BLANK PAGE

Write your name here

Surname	Other names
---------	-------------

**Pearson Edexcel
International GCSE**

Centre Number	Candidate Number									
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				

History

Paper 2

Sample Assessment Material Time: 1 hour 30 minutes	Paper Reference 4HI0/02
--	-----------------------------------

You must have: Question and Sources Booklet (enclosed)	Total Marks
---	-------------

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions, **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

S40981A

©2011 Edexcel Limited.



Section A

You must answer ONE question from this Section.

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒).

and then put a cross in another box (☒).

A1 ☐ A2 ☐ A3 ☐ A4 ☐ A5 ☐ A6 ☐

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Blank writing area with horizontal dotted lines.

(Total for Question = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

Section B

You must answer **ONE** question from this Section.

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒).

and then put a cross in another box (☒).

B1 B2 B3 B4 B5 B6 B7

(a)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(Total for Question = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

Paper 2

Sample Mark Scheme

Section A

A1 (a) Target: Source comprehension and interpretation (AO3) (3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows a peasant being crushed by a large stone.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the peasants pay most of the taxes.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the peasants pay most of the taxes because it shows a peasant being crushed by a large stone which represents the taxes.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO3) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support / differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about Louis.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg C supports B as both stress weaknesses of Louis. In Source B he is weak willed and does not make his mind up and in C he is timid and lacks self confidence.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some differences, Source C stresses influence of wife not mentioned in B. Overall, strong support to suggest he was a weak monarch. Source B includes more of his positive qualities.</i> 5-6 marks for cross-referencing for support and challenge 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that Louis was weak-willed.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source A shows that the peasants were unhappy.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A says that it was due to the three Estates, with the first and second estates repressing the peasants. Source D says it was due the bad harvests of 1788 which led to a rise in the price of food.</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However Source D suggests that it was also due to the discontent of the middle classes who wanted to share power with the King. A further reason for the French Revolution was the over spending of the French King which forced Louis XVI to increase the taxes and the burden on the peasants shown in Source A.</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Although the bad harvests of 1788 and 1789 were important, they were the culmination of several long term reasons, more especially the over-spending of the King which, in turn, forced him to increase taxes, the burden of which was on the peasants. The bad harvests were the final straw...</i></p>	<p>(13-15)</p>
-----------------------	---	-----------------------

Total for Question A1 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows fighting in the trenches.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the British troops had shown great bravery and determination.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the British troops had shown great bravery and determination because in the painting they have reached and captured the German trench.</i>	(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value. 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about the attacks on the Somme.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>eg Support, as both suggest heavy casualties. Source B suggests machine guns and barbed wire, C suggests due to strong barbed wire.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg Level 2. Some differences. Source B stresses due to machine guns, C poor planning and barbed wire. Overall, strong support as both suggest was a failure due to strong German defences.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that there was murderous fire from the German machine-guns.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source D says it was due to out-of-date ideas by the commanders.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge. 7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source B says that it was due to the strong German defences, especially the barbed wire and machine guns. The Germans had been reinforcing their defences for several weeks. Source D says it was the commanders on both sides who had no idea how to fight trench warfare....</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However Source D suggests that it was due to the out of date tactics of the commanders who still believed in the cavalry. Haig, for example, believed in attrition or wearing down the enemy. A further reason for the deadlock was the failure of new weapons such as gas and tanks. The early tanks were too slow and were not used effectively and the use of gas masks reduced the impact of poisonous gas...</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Although there were attempts to use new techniques and weapons, such as the creeping barrage and tanks, the commanders played an important part, due to their failure to use new weapons effectively. However, the fundamental reason was the strength of the trench system, reinforced by the use of the machine-gun...</i></p>	<p>(13-15)</p>
-----------------------	--	-----------------------

Total for Question A2 = 25 marks

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

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg In the cartoon there are three vicious dogs.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the western powers were controlling the white commanders.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the western powers were controlling the white commanders because in the cartoon they are shown holding the leads of the three dogs who represent the white commanders.</i>	(3)

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

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources disagree about the strengths of the two sides.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg Little support. Source B suggests that Red Army faced great struggle and faced stronger White armies. Source C suggests that Red Army was bigger and stronger.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some support. Both agree that Red Army was strong. Overall, strong differences between two.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that the Communist Party sent its members to join the Red Army.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source C says that it was because the Bolsheviks controlled most of Russia.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source C says that it was because the Bolsheviks controlled most of the resources of old Russia which included Moscow and Petrograd. Source B says that the Whites were better equipped, better trained and outnumbered the Reds...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However Source D suggests that was due to the leadership of Trotsky who was able to recruit a Red Army large enough to challenge the threat posed by the White armies. A further reason was the weakness of the White armies which is shown in Source A. There was little co-operation between the commanders who failed to co-ordinate their attacks against the Bolsheviks...</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Trotsky played the most important role through his leadership of the Red Army. He was able to make effective use the strengths of the Reds, especially their control of central Russia to exploit the weaknesses of the Whites especially their lack of unity...</i></p>	<p>(13-15)</p>
-----------------------	--	-----------------------

Total for Question A3 = 25 marks

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

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows an expensive car and two women.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that some people in the USA were well off in the 1920s.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that some people in the USA were well off in the 1920s because the advertisement shows an expensive looking car and well dressed women.</i>	(3)

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

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about life in USA.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources support each other. They both stress the importance of the motor car. Source B suggests that most people owned cars. Source C says that many workers had automobiles.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg Level 2. Some differences. More examples in Source B of affluence, such as better wages and homes. Overall, strong support between two, as both suggest period of prosperity due to automobile.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says we have increased home ownership.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source C says that it was due to increased car ownership.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source D says that it was due the government policies of the 1920s with their belief in laissez-faire, not interfering. Source A says it was due to increased wages and a fall in the cost of living...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However Source B suggests it was due to increased car ownership, with nine automobiles for every ten families. Car industry also boosted other industries. A further reason for the development was new methods of mass production such as the assembly line...</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg The car industry was important because it stimulated the growth of other industries and showed the benefits of the assembly line for increased production. However, government policies provided the essential conditions in which the car industry could flourish...</i></p>	<p>(13-15)</p>
-----------------------	---	-----------------------

Total for Question A4 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg It shows British troops firing on a crowd.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that many unarmed people were killed by the British troops.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that many unarmed people were killed by the British troops because the illustration shows a great number of dead bodies with no sign of weapons.</i>	(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about relations between Britain and India.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources support each other. They both stress the importance and necessity of British rule. Source B suggests that India would collapse without the British. Source C suggests it is the best government India has ever had.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg Level 2 but with some differences. Source C much more forceful and determined in belief Britain should stay. Overall, strong support between two, as both suggest British should remain.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that Indians cannot do without the guidance of the British.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source D says it was due to the Government of India Act which did not please the Indians</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A says that it was due to the way the British treated the Indians, with great cruelty especially after the Amritsar Massacre. Source D says it was due to the Government of India Act because it did not give Indians what they wanted....</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However, Source C suggests it was due to the attitude of some of the British, such as Churchill, who had no intention of sharing power. A further reason was the activities of Gandhi whose methods of direct action turned and the reaction of the authorities turned many Indians against British rule....</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg The Government of India Act was important because it left too much control with the British, especially the Viceroy. However, it simply reflected a more fundamental problem, shown by Sources B and C, that the British believed they had the right to be in India. The most important reason was Gandhi was able to exploit Amritsar and the Government of India Act to win mass support for an end to British rule...</i></p>	<p>(13-15)</p>
-----------------------	--	-----------------------

Total for Question A5 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The photograph shows a banner with 'Red Army go home'.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that some Lithuanians opposed Soviet control of their country.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that some Lithuanians opposed Soviet control of their country because the photograph shows protestors holding anti-Soviet banners.</i>	(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about Gorbachev's policies.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources support each other. They both stress the need for freedom of choice in all nations. Source B suggests grave consequences if force is attempted, and Source C says this includes Warsaw Pact countries.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg As Level 2. Some differences. Source C has more detail and explicitly accepts rejection of communist parties. Overall, strong support between two, as both suggest new policy.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><i>eg Source B says that the Soviet Union recognises the freedom of choice of all countries.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source A says it was due to hatred of the Soviet Union.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source D says it was due to anti-Communist feeling in countries of Eastern Europe, the desire to break free of the Soviet Union. Source C says it was due to the 'Sinatra Doctrine' which allowed countries in Eastern Europe to decide their future...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.</p> <p><i>eg As Level 2. However Sources B and C suggest it was due to Gorbachev's policy of Glasnost, more specifically the 'Sinatra Doctrine'. This encouraged independence movements in states of Eastern Europe. A further reason was the influence of the Solidarity Movement in Poland, the first direct challenge in the 1980s to Soviet control of Eastern Europe...</i></p>	(9-12)

<p>Level 4</p>	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Hatred of Soviet Union was important but had been there since 1940s. The Solidarity Movement provided a precedent for protest but had enjoyed short-term success in Poland. Of greater importance was the new policy of Gorbachev which provided stimulus to reformers in Eastern Europe to attack and undermine communist regimes.</i></p>	<p>(13-15)</p>
-----------------------	---	-----------------------

Total for Question A6 = 25 marks

Section B

B1 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg British seamen better, French seamen poor, British sailors better trained, French seamen undisciplined.</i></p>	Maximum 3 marks

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Napoleon was fighting against the British OR the French were defeated.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Napoleon's aims in Spain and Portugal. British intervention. Spanish guerrilla tactics. Key events of battle, role of British and Prussians.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how British tactics and Spanish guerrilla warfare led to French defeat. Shows how British tactics and arrival of Prussians led to French defeat in 1815.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg During the German wars of unification Prussia defeated France and Austria.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Prussian victories and tactics.</i></p> <p>High level 2 (7-8) Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by German wars especially tactics, technology, needle gun etc.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg Judgement on the slow progress up to the 1850s highlighted by the outdated tactics of the Crimean War compared to the more rapid developments of the 1860s shown by the Prussian wars of unification....</i>	(13-15)
----------------	---	----------------

Total for Question B1 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Not enough doctors, too long before treatment, too many patients, not enough room, spread of disease, many will die.</i></p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (A01:3), explanation of key features (A02:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Pasteur invented pasteurisation OR Koch found the causes of some diseases.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Pasteur's work with sheep - discovery of what causes disease. Importance of scientific methods of Koch - isolated germs.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how Pasteur's and Koch's more scientific methods changed medical understanding.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Florence Nightingale treated wounded soldiers during the Crimean War.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Nightingale's work.</i></p> <p>High level 2 (7/8): develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Explains how Nightingale's work in the Crimea and after, changed the nature of nursing from low to higher level role.</i></p>	(9-12)

<p>Level 4</p>	<p>A sustained analysis and judgment</p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg Judgement on the extent of changes due to the influence of Nightingale and Garrett. However, still traditional attitudes at end of nineteenth century. These attitudes were broken down due to the impact of two world wars...</i></p>	<p>(13-15)</p>
-----------------------	--	-----------------------

Total for Question B3 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Sanctions did not work, did not have an army, USA did not join, many countries not committed to League.</i></p>	Maximum 3 marks

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg UN sent an army to fight against N Korea OR UN sent troops in the civil war in Congo.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Reasons for UN intervention, details of activities in Korea or Congo.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how UN intervention influenced the outcome of the conflict.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg WHO helped to fight malaria.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of achievements of WHO.</i></p> <p>High level 2 (7/8): develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on improvements brought about by ILO, Refugee Agency, WHO or UNESCO.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg As Level 3 but also analyses the limitations of the work of the agencies and provides an overview of the achievements of the League and the UN...</i>	(13-15)
----------------	--	----------------

Total for Question B4 = 25 marks

Question Number	Answer	Mark
(a)	One point : 1 mark Two points: 2 marks Three points: 3 marks <i>eg Caused by fedayeen bases in Sinai, feyadeen raiding Israel, Israeli deaths, involvement of Egypt.</i>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (A01:3), explanation of key features (A02:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of key features The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg Israel defeated Arab neighbours in 1967 OR Israel attacked during Yom Kippur religious festival.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The candidate supports the explanation selecting relevant contextual knowledge. <i>eg Key events of either war</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation, analysing key features An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.) <i>eg As level 2. Additionally shows how wars came about or how the Israeli's defeated their Arab neighbours.</i> 5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Lots of Jews from Europe moved to Palestine.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Jewish immigration and reactions of Palestinians.</i></p> <p>High level 2 (7/8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Level 2 but greater focus on British policy after the First World and linking this with the build up of tension between Jews and Palestinians.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the process of change. <i>eg As Level 3 but judgement on the relative importance of the different factors more especially the problems of Jewish immigration to Palestine compounded by the impact of the Second World War...</i>	(13-15)
----------------	---	----------------

Total for Question B5 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Survived great hardships, success against great odds, great propaganda for Red Army, popularity in eleven provinces.</i></p>	Maximum 3 marks

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Cultural Revolution was led by students OR The Democracy Movement failed.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Mao's aims, activities of Red Guards and students, attacks on teachers. Aims and activities - reaction of authorities.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows ways in which Great Leap Forward failed and how Cultural Revolution affected China.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The GLF led to backyard steel making furnaces.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of backyard furnaces and changes in industry.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Level 2 but greater focus on changes brought about by GLF to industry and agriculture.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg Could contrast the relative success of the early reforms - more especially land reform, collectivisation and the First Five Year Plan - to the later shortcomings of the GLF...</i>	(13-15)
----------------	--	----------------

Total for Question B6 = 25 marks

Question Number	Answer	Mark
7(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Britain and France less able to keep colonies, African soldiers wanted to rule themselves, main support from middle class black Africans, war encouraged independence movements.</i></p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (A01:3), explanation of key features (A02:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Nkrumah led the movement OR Kenyatta led movement.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg More details of campaign and leadership including Mau Mau in Kenya.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how Kenya achieved independence.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg De Klerk gave some rights to blacks.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of De Klerk's 'petty apartheid' measures.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Level 2 but greater focus on changes brought about by de Klerk's measures - reactions from ANC and UDF etc.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the process of change. eg As Level 3 but judgement on the relative importance of the different factors especially the influence of external pressure, including sanctions, on the policies of de Klerk...	(13-15)
----------------	---	----------------

Total for Question B7 = 25 marks

B7 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Horrific injuries, all age groups, killed civilians.</i></p>	<p>Maximum 3 marks</p>

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Germans attacked quickly. You could not see the enemy.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Use of tanks, dive bombers, details of attacks. Use of hit and tactics, support of civilians.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how the method was effective.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The U boats used wolf pack tactics in Battle of Atlantic.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of German tactics and Allied response.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by Battle of Atlantic in U-boat and anti U-Boat tactics.</i></p>	(9-12)

Level 4	<p>A sustained analysis and judgment</p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg Compares changes in aerial and sea warfare to the development of aircraft carrier and contrast the rapid changes in both aerial and sea warfare during the Second World War to slower pace of change in the years after 1945...</i></p>	(13-15)
----------------	--	----------------

Total for Question B8 = 25 marks