

International GCSE

History (4HI0)

Teacher's guide

Issue 3

First examination 2014

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Publications code UG031029

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Introduction

The Edexcel International GCSE in History is designed for schools and colleges. It is based on the Edexcel International GCSE in History and is part of a suite of history qualifications offered by Edexcel.

About this guide

This Teacher's guide is for teachers who are delivering, or planning to deliver, the Edexcel International GCSE in History qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- gives you an example scheme of work
- provides details of Assessment Objectives (AO) and criteria
- includes a list of command words that are directly linked to the Assessment Objectives
- shows you how to use the assessment criteria, throughout the course of study, to indicate individual student development and performance
- offers you suggestions for a range of textbooks and other resources.

Contents

Why choose this qualification?	1
Support from Edexcel	2
Edexcel support services	2
Training	2
Section A: Qualification content	3
Information for centres starting the Edexcel International GCSE for the first time	3
Section B: Assessment	5
Assessment overview	5
Assessment summary	5
Assessment Objectives and weightings	9
Developing essay writing in International GCSE History	16
Using sources in the International GCSE in History	20
Examination questions	26
Section C: Planning and teaching	39
Course planner	39
Delivery models	42
Resources	44

Why choose this qualification?

The Edexcel International GCSE in History:

- does not have tiered entry which means it is accessible to all students
- does not have compulsory content: teachers choose the areas of study which suit their students' needs and resources
- has questions on all themes and topics in every examination session
- provides a solid basis for progression to the Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.

Go to www.edexcel.com for more information about this qualification and related sources.

Support from Edexcel

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Section A: Qualification content

Information for centres starting the Edexcel International GCSE for the first time

In developing this specification we have included topics which are popular with most centres and which they are well resourced. The table below shows the links between the Cambridge International Examinations IGCSE in History (0470) and this qualification. Centres will be able to use their existing resources for most of the Edexcel topics.

CIE IGCSE (0470) content	This qualification content
Option A2: How was Italy unified?	Paper 1 - 2 Development of a nation: Unification of Italy, 1852-70
Option A3: How was Germany unified?	Paper 1 - 1 Development of a nation: Unification of Germany, 1848-71
Option B1: Were the peace treaties of 1919-23 fair?	Paper 1 - 6 A world divided: International relations between the wars, 1919-39
Option B2: To what extent was the League of Nations a success?	Paper 2 - B3 The changing role of international organisations: the League and the UN, 1919-2000
Option B3: Why had international peace collapsed by 1939?	Paper 1 - 6 A world divided: International relations between the wars, 1919-39
Option B4: Who was to blame for the Cold War?	Paper 1 - 8 A world divided: Superpower relations, 1945-62 Paper 2 - A6 The fall of communism in Europe, 1979-91
Depth Study A: Germany 1918-45	Paper 1 - 5 Development of dictatorship: Germany, 1918-45
Depth Study B: Russia 1905-41	Paper 1 - 3 Autocracy and revolt in Russia 1881-1914 Paper 2 - A3 Russia in revolution, 1914-24
Depth Study C: USA, 1919-41	Paper 2 - A4 The USA, 1917-29
Depth Study D: China 1945-c.1990	Paper 2 - B5 Conflict, crisis and change: China, c1911-c1989
Depth Study E: Southern Africa in the Twentieth Century	Paper 2 - B6 Change in Africa: from colonialism to independence, 1939-2000
Depth Study F: Israelis and Palestinians 1945-c1994	Paper 2 - B4 Conflict, crisis and change: The Middle East, c1919-c1995

Section B: Assessment

Assessment overview

Introduction

The table gives you an overview of the assessment. We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect.

Assessment summary

Paper 1	Paper code KHI0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2014	50% of the total International GCSE marks
<p>Overview of content</p> <p>Students study at least two depth studies from this list 1-9</p> <p>A maximum of one option from each group can be studied</p> <p>Students must study options from more than one country.</p> <p>The following options may not be combined:</p> <ul style="list-style-type: none">Option 1 and Option 5Option 2 and Option 4Option 3 and Option 7	
<p>Group A</p> <ol style="list-style-type: none">Development of a nation: Unification of Germany, 1848-71Development of a nation: Unification of Italy, 1852-70Autocracy and revolt in Russia, 1881-1914	
<p>Group B</p> <ol style="list-style-type: none">Development of dictatorship: Italy, 1918-43Development of dictatorship: Germany, 1918-45A world divided: International relations between the wars, 1919-39	
<p>Group C</p> <ol style="list-style-type: none">Dictatorship and conflict in Russia, 1924-53A world divided: Superpower relations, 1945-62A divided union: Civil rights in the USA, 1945-74	

Overview of assessment

- Students are assessed through an examination based on their depth studies.
- Students answer two questions, one on each of the depth studies they have studied.
- There are 50 marks available in total.
- The examination time is 1 hour and 30 minutes.

Paper 2	Paper code KHI0/02
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 	50% of the total International GCSE marks
<p>Overview of content</p> <p>Students choose one historical investigation from this list A1-A6</p> <p>A1 The French Revolution, c1780-94</p> <p>A2 The origins and course of the First World War, 1905-18</p> <p>A3 Russia in revolution, 1914-24</p> <p>A4 The USA, 1917-29</p> <p>A5 Colonial rule and the nationalist challenge in India, 1919-47</p> <p>A6 The fall of communism in Europe, 1979-91</p> <p>Students choose one breadth study in change from this list B1-B7</p> <p>B1 Changing nature of warfare, 1803-1905</p> <p>B2 Changes in medicine, c1845-c1945</p> <p>B3 The changing role of international organisations: the League and the UN, 1919-2000</p> <p>B4 Conflict, crisis and change: The Middle East, c1919-c1995</p> <p>B5 Conflict, crisis and change: China, c1911-c1989</p> <p>B6 Change in Africa from colonialism to independence, 1939-2000</p> <p>B7 The changing nature of warfare, c1936-c2003</p>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change. There are 50 marks available in total. The examination time is 1 hour and 30 minutes. 	

Paper 1	Description	Knowledge and skills
	<p>Students must answer two questions, each on a different depth study, from those listed in 1-9. Students are advised to spend 45 minutes on each question.</p> <p>Students study at least two depth studies from this list 1-9</p> <p>A maximum of one option from each group can be studied</p> <p>Students must study options from more than one country.</p> <p>The following options may not be combined:</p> <ul style="list-style-type: none"> • Option 1 and Option 5 • Option 2 and Option 4 • Option 3 and Option 7 	<p>This section is worth 50 marks with each question marked out of 25. Sub-questions will be as follows.</p> <ul style="list-style-type: none"> • Chronological sequencing (3 marks) • Explanation of consequence (4 marks) • Explanation of causation (8 marks) • Using source and own knowledge to give an explanation (10 marks)
Paper 2	Description	Knowledge and skills
Section A	<p>Students must answer one question on one historical investigation from those listed in A1-A6 and are advised to spend 45 minutes on this section.</p>	<p>Each question is worth 25 marks and will focus on the understanding and treatment of source and stimulus material. Sub-questions will be as follows:</p> <ul style="list-style-type: none"> • Source inference (3 marks) • Source cross-referencing (7 marks) • Using sources and own knowledge to evaluate a representation (15 marks)
Section B	<p>Students must answer one question from one breadth study in change listed in B1-B7 and are advised to spend 45 minutes on this section.</p>	<p>Each question is worth 25 marks and will focus on change over time. Sub-questions will be as follows:</p> <ul style="list-style-type: none"> • Source comprehension (3 marks) • Explanation of key features (7 marks) • Change over time (15 marks)

Assessment Objectives and weightings

	% in qualification
AO1: Recall, select and communicate their knowledge of history.	37%
AO2: Demonstrate their understanding of the past through explanation and analysis of, and judgements about key features and the concepts in history: causation, consequence and change	36%
AO3: Use a range of source material to: <ul style="list-style-type: none"> i Comprehend, interpret and cross-refer sources ii Evaluate historical claims 	27%
TOTAL	100%

Using the mark scheme

The mark scheme gives indication of the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

Marking using levels of response

For most questions student responses will be marked according to level of response mark schemes. In extended writing mark schemes for questions of 10 marks or more, there will be **four** levels of response. When examiners mark a script, they will place an answer in one of the four levels initially, and then decide whether it is a strong or weak example of that level. Understanding of the four levels in the mark schemes is essential in order to prepare students effectively for the examination.

Why use a levels of response mark scheme?

- It informs students of the level they have achieved and indicates potential examination grades. Students who perform consistently at Level 1 are likely to achieve a grade F. Consistent high performance at Level 3 will result in a grade C and Level 3 and 4 will enable a student to achieve a grade A. Consistently high performance at Level 4 will indicate that the student is on track for an A* though a student will not have to achieve Level 4 in all answers to gain an A*.
- Students are able to assess their progress, and work towards an examination grade. They can see what they need to achieve in order to improve. Student mark schemes set out clearly how to improve work in order to progress to a higher level.
- Students can be set work according to their different needs. Students aiming for a grade C should be encouraged to achieve consistently at Level 3.
- Targets can be set for individual students. You can set realistic, informed targets, using the levels in the mark schemes.
- Reporting and collecting information about students is more effective. The level statements can be used as the basis for reporting and exchanging information on students.
- A levels of response mark scheme can place the responsibility on students to improve their own performance. They can be given more information about their progress and be encouraged to analyse what they need to do to improve.
- The time you spend on marking practice questions is reduced. Marking by levels is quicker and simpler.

Generic level of response mark schemes

Example generic mark schemes are given on the following pages. These mark schemes contain extra guidance to those found in the sample assessment materials. There is one mark scheme for Assessment Objectives 1, 2 and 3 (Paper 2 Section A (c)) and one mark scheme for Assessment Objectives 1 and 2 (Paper 2 Section B (c)). In both cases there are separate versions for you and your students.

You are advised to use these levels to assess student work, where appropriate – that is whenever they complete tasks as practice for the questions they will face in the examination. Levels should not be used when students are carrying out more routine tasks, such as notetaking and research.

Assessment Objectives 1, 2 and 3: Teachers' version

Level 1: Students accept the sources uncritically, at face value and take information from them individually. They tackle sources individually and do not attempt to put them in context or to cross-reference between them.

Own knowledge is expressed in simple statements or in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

Level 2: Students are able to make inferences from sources and/or to support sources with observations from their own knowledge. They may cross-reference between sources and use sources collectively. They may explain isolated events, names and dates in the sources, or provide additional information about people or organizations mentioned in the provenance.

Own knowledge will be expressed in developed statements. These will be extended forms of the sentences in level 1. They will, therefore, usually be paragraphs.

Level 3: Students will be able to make inferences from sources and add to the content of sources from their own knowledge. They will be able to make use of this information to show understanding of the context of the overall sources. They can make judgements on the extent of support between sources and use the sources and own knowledge to discuss a view or interpretation.

Level 4: Students are able to use sources to support or challenge an interpretation of the past. They are able to integrate precisely selected knowledge from the sources and their own knowledge into a argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.

Assessment Objectives 1 and 2: Teachers' version

Level 1: Students make statements which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate but none are developed.

Students may also make unsupported generalisations, or general statements, which lack contextual accuracy – statements could be historically accurate for almost any period.

Level 2: Students support their initial statements with knowledge and understanding in paragraph form. Students are, therefore, able to make use of relevant knowledge. Supporting material must be relevant to the initial statement.

Level 2 answers will usually be a series of paragraphs which lack any coherence or organisation. Usually one developed paragraph will earn a low Level 2 mark.

Level 3: Students write a sequence of paragraphs with selected supporting knowledge and understanding and organise the paragraphs logically or coherently. Students will, therefore, be able to make links between factors or events and explain causation, change or consequence.

The key feature of a Level 3 answer is that it reads much more fluently and it will be evident that the student has exercised a degree of self-discipline when producing the answer.

Level 4: Students show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly on the question, followed by a series of interlinked paragraphs which support the argument put forward. Finally, the student would provide a conclusion that makes a judgement on the relative importance of more than one factor.

The key feature of a Level 4 answer is that it is an integrated and fully-planned essay, in which the most important factors, effects and changes are explained in an argument that runs throughout the answer.

Assessment Objectives 1, 2 and 3: Students' version

Level 1: This means that you take information from the sources without thinking about the context of the sources or who produced it. You simply rewrite the information that the source gives you, without trying to work out anything from the information. If you use your own knowledge it will be in simple statements or sentences.

To improve to Level 2, you will need to make inferences or try to supply some background knowledge.

Level 2: This means that you are able to make inferences from sources, for example you can work out what is going on in the background. You can also explain dates, events and names that are mentioned in the sources, by use of your own knowledge. You can cross-reference between sources and work out if they are saying the same thing or sharing the same opinion, but you do not go on to use the source to answer the questions.

You may go through the sources in turn, rather than looking for real similarities and grouping the sources together.

If you use your own knowledge, you will write paragraphs which are not connected. You may write one paragraph about the sources and another about your own knowledge.

To improve to Level 3, you will need to think more about the extent of support between sources and use the sources to stimulate your own knowledge.

Level 3: This means that you are able to make inferences from the sources, cross reference sources and make judgements on the extent of support between them. You can evaluate a view or interpretation of the past using the sources and your own knowledge.

You use the sources and your own knowledge in the same paragraphs to explain why something happened.

To improve to Level 4, you will need to organise your answer into an essay with an introduction, an argument and a conclusion, using both the sources and your own knowledge.

Level 4: This means that you have read the sources carefully and rather than go through the sources in the order they are on the examination paper, you use them, as appropriate, in your work. You write a balanced essay answer in which the sources and your own knowledge are used to support your argument. You fully focus on the question, often integrating the sources and your own knowledge to reach a balanced judgement.

Assessment Objectives 1 and 2: Students' version

Level 1: This means that you can write some sentences to answer the question, but you are not able to develop any of them into a paragraph. If you do write paragraphs, you do not really add anything to what you said in the first sentence. You may make generalisations, for example you suggest that 'everyone was treated the same', without explaining how or why. You may also write something that could be true of other periods of history.

To reach Level 2, you need to include some detailed information to back up or explain your answer.

Level 2: This means that you can back up your answer with knowledge and understanding, in paragraph form. You show that you know and understand more about the topic than at Level 1. However, your paragraph must be relevant to the topic. You cannot write just anything. For example, you could back up your answer by giving more details about an event, person or date.

Level 2 answers will usually look like a series of paragraphs which are not linked together. They are often quite long answers because you write everything you know about the topic, rather than choosing the most important information.

To reach Level 3, you will need to take time to plan your answer and put your paragraphs in the correct order.

Level 3: This means that you write a sequence of paragraphs with detailed knowledge and understanding and also organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and explaining why something happened.

The most important feature of a Level 3 answer is that it reads much more fluently and it is obvious that you have planned and thought about your answer before starting to write.

To achieve Level 4, you will need to organise your answer so that it has an introduction, an argument and a conclusion.

Level 4: This means that you have read the question very carefully and can organise your answer properly. Your answer should have an introduction, which directly links to the focus of the question and tells the examiner the line you will take. You should then write a series of linked paragraphs which support your argument. Finally, you should write a conclusion that makes a judgement on the relative importance of more than one factor.

Developing essay writing in International GCSE History

In order to achieve the higher levels for the essay questions, especially Paper 2, Section A and B, questions (c), students must be able to plan and structure an essay effectively. The following methods can help to develop these skills.

The essay plan templates, shown on the following pages, can be used to support the level of response mark schemes. These set out the structure of essays at the different levels. Initially, you may wish to give students a list of events/factors/changes to include in their plans.

- A more complex approach would be to give students a list which also includes some irrelevant material.
- More complex still, would be to give two essay titles with one combined list of factors etc. Students would then have to disentangle the list before compiling the two essay plans. In this instance, you could give students the causes and results of the same event.

This technique is useful as it encourages students to plan their answers more effectively and can also be used to aid revision. You could ask students to complete an essay plan for homework and then write out the full essay a month later. They would, therefore, need to look back over their work on a regular basis.

This approach can be developed by waiting until students complete three plans and then asking them to write one of them out. They would find out which one only on the day of the test. All the completed plans can be used in the long term as a basis for revision. You can supply your own versions and these can be used to build up a portfolio of materials.

It is important to re-emphasise that students do not need to work at Level 4 to achieve a grade A*. Level 4 equates to post-International GCSE ability, such as A Level, and could be an appropriate way to prepare students for further study. Students can achieve an A* either through consistent performance at the top of Level 3 or through a combination of Level 3 and Level 4 responses.

Essay plan framework, Level 2

(At Level 1 students are not expected to produce a structured response.)

Statement: This is the introduction to the essay. Try to make sure that you start at the beginning, don't just jump into writing without thinking carefully about how you will start.

Support: This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or more paragraphs. Make sure that each paragraph deals with a different reason.

Write down what you are going to mention in each paragraph.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Summary: In this section you finish off your answer. Try not to stop suddenly. Finish your answer with a conclusion.

Essay plan framework, Level 3

Statement: This is the introduction to the essay. Tell the examiner how you intend to answer the question.

Support: This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or more paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long- and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long- and short-term effects, make sure that you refer to the short-term effects first.

Write down what you are going to mention in each paragraph, and how you are going to link it to the next one.

Paragraph 1

Link

Paragraph 2

Link

Paragraph 3

Link

Paragraph 4

Link

Summary: In this section you finish off your answer. Try to explain how the points you have included helped to bring about the event or change.

Essay plan framework, Level 4

Statement: This is the introduction to the essay. First of all, you need to show that you understand the focus of the question. Outline the main points that you are going to make.

Support: This is the main body of your answer. You need to write a series of paragraphs explaining the points that you referred to in your introduction. There may be three, four or more paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long- and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long- and short-term effects, make sure that you refer to the short-term effects first.

Paragraph 1: Point support

Link

Paragraph 2: Point support

Link

Paragraph 3: Point support

Link

Paragraph 4: Point support

Link

Summary: In this section you need to make a judgement on the relative importance of the factors you have explained in your essay.

Using sources in the International GCSE in History

The techniques outlined on the following pages are intended to help teachers develop students' use of sources to the required level.

Making inferences

An inference is something that can be worked out by 'reading between the lines'. Many students fail to gain marks on these questions because they simply repeat the information in the source.

Page 21 gives examples of inferences. To many students this represents a considerable challenge, not least because the word is unlikely to be part of their active vocabulary (and also because 'infer' is often erroneously regarded as a synonym of 'imply').

- An inference means to work something out from a source that the source doesn't actually tell you. For example we often make inferences (get messages) from body language. If a student yawns during a lesson the teacher may well get the message, or make the inference, that the student is bored.
- Be careful not just to write down what you can see from the source. In other words, the contents. For example, 'the student is yawning' is a description not an inference.
- You need to make inferences from the sources based on the information in it. Begin each answer with the phrase 'This source suggests.'

Developing skills in inference

There are various methods that can be used for developing the skill of making inferences.

- Items in a bag which asks students to get messages, make inferences about the teacher. Students can be encouraged to bring their own bag of items.
- Body language. Students work in pairs and take turns in using body language to encourage inferences
- Provide students with a set of sources and a list of inferences. The students have to match the inferences to the sources.
- Encourage students to annotate the content of an illustration, developing the annotations into inferences.

Examples of inferences

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



What can you learn from Source A about the Whites during the Civil War?

Supported inferences could include: The White commanders were vicious and evil.

- The White commanders were vicious and evil because they are shown as mad dogs.
- The Whites were being controlled by foreign powers because they have hold of the leads of the dogs which represent the commanders.

- Source B: An illustration of the Amritsar Massacre of 1919.



What can you learn from Source A about the Amritsar Massacre?

Supported inferences could include:

- The British troops were deliberately aiming and firing at the crowds because the illustration shows soldiers kneeling or standing up with their rifles or machine guns pointed at the demonstrators.
- A great number of civilians were killed or wounded because the illustration shows many people dead or wounded.

Sources and own knowledge

In order to reach the higher levels in Paper 1 question (c) and Paper 2 Section A question (c), students will need to incorporate inferences from the sources and their own knowledge in their answers. Students can often find it difficult to use sources and their own knowledge. Usually, answers are based largely on the sources, and own knowledge is introduced only towards the end of the answer. This is the result of a false perception that the student's own knowledge is quite separate from the sources.

Questions where students need to use sources and their own knowledge are asking for students' own knowledge to be used to back up points in the sources and/or explain the context of the sources. This approach can be developed by encouraging students to look at sources as stimuli for their own knowledge.

On *page 24* there is an example of this technique. Where certain words and terms used in the source have been underlined, students need to explain them using their own knowledge. In this way, information from the sources will be integrated with students' own knowledge and result in students achieving **Level 2**.

In order to give students a degree of support and confidence, the selected words are listed in a table and their own knowledge can be easily added.

To reach Level 3, students would have to go one stage further. This is outlined on *page 25*. Students not only have to add to the content of the source from their own knowledge but also develop an understanding of its context. This will involve fitting their explanations of the highlighted terms into their overall understanding of the topic. In the case of the topic referred to on pages 24-25, this would entail being able to explain why the Black Power movement began to develop from the late 1950s.

You can make this approach more complex by giving students a range of sources or by asking them to spot interpretations. This can prepare students for the more complex demands of further study at a higher level.

Sources and own knowledge Level 2

- 1 Read the source carefully.
- 2 You have to try to add something from your own knowledge to help explain what was going on.
- 3 Look at the words that have been underlined.
- 4 Write in the boxes something that you can add about them from your own knowledge.

For example

You could explain:

- the meaning of *Negroes*
- the meaning of the Federal Government
- the meaning of *lynching*
- why this was being written in 1959.

Source A: (From the magazine *Liberation* in 1959. This is part of an article written by Robert Williams.)

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

Own knowledge

Negroes

Federal government

Lynching

Sources and own knowledge Level 3

Source A: (From the magazine *Liberation* in 1959. This is part of an article written by Robert Williams.)

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

Own knowledge

Negroes

Federal government

Lynching

General context

Examination questions

This section provides guidance on how to answer questions in each section of the exam paper, plus exemplar answers with examiner comments on the mark gained and how the answer could be improved.

Paper 1

- For part (a) at least two of the events will be directly stated in the specification. Those events not stated in the specification will be central to the learning of the topic.
- For part (b) the two events will be directly stated in the specification.

(a) Study the 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
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Write these events in the correct chronological sequence.

(3)

How to answer

For full marks at least four of the events must be in chronological order and sequence.

Student answer

The Treaty of Versailles

Kapp Putsch

French occupation of the Ruhr

Dawes Plan

Hyperinflation

Examiner comment

The student has the first three events in the correct sequence. However, hyperinflation came before the Dawes Plan. 2 marks.

(b) Choose **either** hyperinflation **or** the Treaty of Versailles

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

(4)

How to answer

This question is asking for a precise description. However, one paragraph is enough as it is worth only 4 marks.

- Give the effect.
- Support it with precise details.

Student answer

Hyperinflation meant that the German currency lost all of its value. Many people could not afford everyday necessities.

Examiner comment

The student has focused on the question but written two simple statements and would be awarded Level 1 marks. To reach Level 2 the student would need to develop either or both sentences – examples of value of mark or cost of bread.

(c) Why was there increased support for the Nazi Party in the years 1929-32?

Explain your answer.

(8)

How to answer

The focus is on a developed explanation of causation.

- At least two paragraphs focusing on causation.
- Begin each paragraph with the reason followed by a developed explanation.
- Try to make links between each reason. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently.*

Student answer

There was increased support for the Nazis because of the Depression which brought unemployment.

Also because of Nazi propaganda. Goebbels was in charge of propaganda. The Nazis produced posters which promised people work and attacked the Jews and communists. Hitler made speeches in which he promised to get rid of the Treaty of Versailles. The Nazis also used radios and newspapers.

Examiner comment

A mid Level 2 answer. The student has made a simple statement about the Depression and needs to explain its effects on Germany and how it increased support for the Nazi Party. Paragraph two is more developed but the series of statements about propaganda need more explanation and linkage to move the answer to Level 3.

(d) Study the source 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 change in position of women in Nazi Germany in the years 1933-39.

(10)

How to answer

- Read the source and underline any words, phrases, events, dates or people that you can explain further.
- Ensure you refer to the source during the course of your answer.
- Aim for at least two, preferably three, paragraphs. Each paragraph should begin with the factor followed by an explanation of that factor.
- Try to make links between each factor/paragraph. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*.
- A conclusion. Begin with *overall* and reinforce the links that you made between the factors

Student answer

The source suggests that women in Nazi Germany were discouraged from doing paid work. When Hitler came into power he tried to stop married women from working. Thousands of married women doctors and civil servants were sacked from their jobs. Over the next few years the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

Examiner comment

The student has explained what happened to women in employment under the Nazis and made a series of developed statements with relevant and precise knowledge. This is good level 2 answer because it only explains one change. To achieve Level 3, the student needs a greater focus on change, for example employment of women before the Nazis, and to develop at least one other change such as their appearance or domestic role.

Paper 2

Section A

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



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

(3)

How to answer

This is an inference answer.

- Begin each sentence with 'This source suggests that ...' .
- Support the inference with evidence/details from the source

Student answer

This source suggests that there was still hand to hand fighting on the Western Front because the source shows British and German troops fighting with bayonets in the German trenches.

Examiner comments

The student has made a supported inference and would score 3 marks.

SOURCE B: From an account by a British soldier who fought on the Western Front. He is describing a British attack on the German trenches on 1 July 1916, the first day of the Somme.

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: From an interview with a British soldier who served on the Western Front. He is describing 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?

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

(7)

How to answer

- Compare the two sources for evidence of support or agreement. Remember to get evidence from both sources.
- Compare the two sources for differences. In what way does Source C challenge or disagree with Source B? Remember to get evidence from both sources.
- Make judgements on the extent of support between the two sources. Use phrases such as *greatly supports, much support, very little support, strong differences*.
- Write a conclusion beginning with *overall* and give your final judgement on the extent of support between the two sources.

Student answer

Source C does support the evidence of Source B about the failure of the British attacks at the Somme. Both suggest there were heavy casualties and it was due to the barbed wire and machine guns. Source B mentions the murderous machine gun fire and bodies trapped on the barbed wire. Source C supports this with reference to the dead bodies on the barbed wire and the machine gun fire.

Examiner comments

A good Level 2 answer. The student successfully identifies and evidences the support between the two sources. However, to achieve Level 3 the answer must address differences, for example Source B stresses poor planning, Source C the failure to find a gap in the wire. In addition, there needs to be some judgement about the extent of support between the two sources.

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.

'The main reason for the deadlock on the Western Front was the tactics of commanders on both sides.'

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

(15)

How to answer

The sources

Look at each source and decide whether it supports, or disagrees with, the above view. Use the following grid. Write in the source and give a brief explanation of why it supports or disagrees with the view.

Source	Agreeing with the view	Disagreeing with the view

Own knowledge

An easy way to stimulate your own knowledge is to pick out words or phrases in the sources which you can write about. Put examples of own knowledge in the grid below to agree and disagree with the view.

Own knowledge agreeing	Own knowledge disagreeing

Structured answer

- An introduction explaining the interpretation and the main factors you will explain.
- A few paragraphs agreeing with the interpretation, using any relevant sources and your own knowledge.
- A few paragraphs disagreeing with the interpretation and explaining other factors, using any relevant sources and your own knowledge.
- A conclusion beginning with *overall* giving your final judgement on the interpretation.

Student answer

Source A suggests that the British attack was successful as the British troops have managed to reach and probably capture the German trenches. This does not agree that the deadlock was due to the tactics of the commanders as they appear to have been successful.

Source B does not suggest it was due to the commanders. It suggests that it was due to the strong German defences, including the effective use of machine guns and the difficulty of getting across no man's land.

Source C also suggests it was the strong German defences rather than the British commanders. Many died trying to get across the barbed wire which the Germans had strongly reinforced for several months.

The failure to break the deadlock on the first day of the Somme was due to the strong German defences. The Germans had three lines of trenches which they had been reinforcing for several months before the British attack.

Examiner comments

A very good Level 2 answer as the student uses three of the four sources and in the last paragraph uses own knowledge to give developed statements challenging the view. However, to achieve Level 3, the student needs to develop the answer. Especially own knowledge, into an explanation and to give a more balanced answer. There needs to be some explanation to the part played by commanders and their tactics in creating deadlock, by referring to Source D, the failure of tactics described in Sources B and C and their knowledge, for example of Haig's emphasis on attrition.

Section B

Source H: 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 Source H tell us about the effects of the atomic bomb on Hiroshima?
(3)

How to answer

This is a source comprehension question. At least three things should be identified from the source. However, this question is **not** asking for inferences from the source.

Student answer

Source H tells us that the atom bomb caused severe injuries. Some people were horribly burnt.

Examiner comments

The student has given two facts from the source and would be awarded 2 marks. To achieve maximum marks there must be at least one other aspect, such as an example of other severe injuries or the after effects of the bomb.

- (b) Explain the key features of either blitzkrieg or guerrilla warfare.
(7)

How to answer

Key features identify special aspects of an institution, development, movement etc. Key features can also include causes, events and results.

- Begin each paragraph with the key feature and then explain it as precisely as possible.
- Try to make links between each reason. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*. Signpost the examiner by using the phrase 'This links with the next reason because ...'.
- Aim for a minimum of two paragraphs as this question is worth **7 marks**.

Student answer

Blitzkrieg meant 'lightning war' and was used to describe the tactics used by the Germans in the early years of the Second World War. It started with bombers attacking enemy airfields. Then parachutists were dropped behind enemy lines. Dive bombers attacked enemy strong points. Tanks broke through weak points in the enemy lines and travelled fast across the country. Motorised infantry followed up to mop up resistance.

Examiner comments

The student explains the key stages of blitzkrieg and would be awarded a mid Level 2 mark. However, to achieve Level 3 the answer needs to develop the explanation of the key features. For example, attacking enemy airfields was in order to prevent any resistance from enemy aircraft. Parachutists were dropped behind enemy lines in order to capture bridges and other important targets, and disrupt communications.

(c) How far did methods of sea and aerial warfare change in the years 1939-75?

You may use the following information and any other information of your own 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 8: 25 marks)

How to answer

This needs to be structured.

- An introduction setting out the plan for the essay and suggesting the key factors which will be explained. Remember to add key factors of your own.
- Use the stimuli in the order given in the question, writing at least a paragraph on each.
- In each paragraph give the main change or changes, explain each precisely and give a judgement on the extent of change or continuity.
- Try to make links between one paragraph and the next. Use link words and phrases such as *moreover*, *however*, *this led to*, *this meant that*, *consequently*. Signpost the examiner by using the phrase 'This links with the next reason because ...'
- A conclusion beginning with *overall and* giving your final judgement. This should consider the inter-relationship between a range of aspects from the scaffolding points and/or your own points and make a judgement on the extent of change/continuity.
- Remember – focus on the actual essay question rather than simply describing the stimuli.

Student answer

During the Second World War there were important developments in the use of aircraft for aerial bombing. In blitzkrieg, dive bombers were used to attack enemy strong points. The Germans believed they could bomb countries into submission. For example, after the bombing of Warsaw in September 1939, the Poles surrendered. They tried to do this against Britain during the Blitz of 1940-41 and attacked many towns and cities. London suffered many attacks and much damage. The Blitz did not work because it made the British people more determined to resist. The Allies tried to bomb Germany out of the war from 1943-45. They almost completely destroyed the main German cities and towns. The Americans used the atom bombs on Japan in 1945 and forced them out of the war.

Submarine warfare developed during the Second World War. The Germans used wolf pack tactics. This meant that a group of U-boats attacked Allied convoys and the escort vessels were unable to cope. The U-boats were very successful from 1940-42. The Allies were able to defeat this threat by developing better anti U-boat tactics. For example they used aircraft fitted with radar sets to locate the U-boats and attack them. The most important reason was the Allies were able to decode the German code system known as 'Enigma' and knew the location of the wolf-packs.

Examiner comment

This is a mid Level 2 answer. The student has written a paragraph on two of the stimuli and used sound knowledge and detail. However, in order to achieve Level 3, there needs to be a greater focus on change, an explanation of the other factors not in the stimuli, some links between the factors, and more structure to the essay with an introduction and conclusion. For Level 4, more judgement is needed on the extent of change in each of the factors explained in the essay.

Section C: Planning and teaching

Course planner

Combination of options

Paper 1 requires students to answer a question about **two** of the nine depth studies

The following options may not be combined:

- 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
2 Development of a nation: Unification of Italy, 1852-70
3 Autocracy and revolt in Russia, 1881-1914
Group B
4 Development of dictatorship: Italy, 1918-43
5 Development of dictatorship: Germany, 1918-45
6 A world divided: International relations between the wars, 1919-39
Group C
7 Dictatorship and conflict in Russia, 1924-53
8 A world divided: Superpower relations, 1945-62
9 A divided union: Civil rights in the USA, 1945-74

Paper 2 has two sections.

Students choose **one historical investigation** from this list A1-A6

A1 The French Revolution, c1780-94

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

A3 Russia in revolution, 1914-24

A4 The USA, 1917-29

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

A6 The fall of communism in Europe, 1979-91

Students choose **one breadth study in change** from this list B1-B7

B1 Changing nature of warfare, 1803-1905

B2 Changes in medicine, c1845-c1945

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

B4 Conflict, crisis and change: The Middle East, c1919-c1995

B5 Conflict, crisis and change: China, c1911-c1989

B6 Change in Africa from colonialism to independence, 1939-2000

B7 The changing nature of warfare, c1936-c2003

Centres have substantial choice of options from each section. However, centres must ensure that when they have studied history from a single country in paper 1, they select options relating to another country or an international context in paper 2. This relates specifically to study of the USA and Russia. Some possible combinations of options are given below.

Dictatorship and revolution

Paper 1 - 3 Russia: Autocracy and revolt, 1881-1914

Paper 1 - 5 Development of dictatorship in Germany, 1918-45

Paper 2 - A3 Russia in Revolution 1914-1924

Paper 2 - B5 Conflict, crisis and change: China, c1911-c1989

International relations

Paper 1 - 6 A world divided: International relations between the wars, 1919-1939

Paper 1 - 8 A world divided: Superpower relations, 1945-1962

Paper 2 - A6 The fall of communism in Europe, 1979-1991

Paper 2 - B4 The changing role of international organisations: the League and the UN, 1919-2000

International relations and warfare

Paper 1 - 6 A world divided: International relations between the wars, 1919-1939

Paper 1 - 8 A world divided: Superpower relations, 1945-1962

Paper 2 - A2 The origins and course of the First World War, 1905-18

Paper 2 - B1 The changing nature of warfare 1803-1905

Nationalism and change

Paper 1 - 1 Development of a nation: Unification of Germany, 1848-71

Paper 1 - 7 Dictatorship and conflict in Russia, 1924-53

Paper 2 - A5 Colonial rule and the nationalist challenge in India, 1919-47

Paper 2 - B4 Conflict, crisis and change: The Middle East c1919-c1995

Delivery models

For a two-year, six-term course, the following general guidelines could apply.

- One term for each of the Depth Studies (Paper 1)
- One term for the Historical Investigation (Paper 2 Section A)
- Two terms for the Breadth Study in Change (Paper 2 Section B) – this is a longer period than for Paper 1 and Paper 2 Section A.
- One term (probably half a term in effect) for revision and examination preparation.

Dictatorship and revolution

Term	Content	Skills for assessment
1	Paper 1 – 3 Russia: Autocracy and revolt 1881-1914	Develop Paper 1 skills
2	Paper 2 – A3 Russia in Revolution, 1914-24	Develop Paper 2 Section A source skills
3	Paper 1 – 5 Development of dictatorship: Germany, 1918-45	Revisit Paper 1 skills
4	Paper 2 – B6 Conflict, crisis and change: China c1911-c1989	Develop Paper 2 Section B source skills
5	Paper 2 – B6 Conflict, crisis and change: China c1911-c1989	Paper 2 Section B source skills
6	Revision and exam preparation	Frequent timed tests

International relations – again with a chronological focus but dividing the C4 topic into two different sections, for chronological reasons but also to break up a potentially wide topic.

Term	Content	Skills for assessment
1	Paper 1 – 6 A world divided: International relations between the wars, 1919-39	Develop Paper 1 skills
2	Paper 2 – B4 The changing role of international organisations: the League and the UN, 1919-2000	Develop Paper 2 Section B source skills
3	Paper 2 – B4 The changing role of international organisations: the League and the UN, 1919-2000	Revisit Paper 2 Section B source skills
4	Paper 1 – 8 A world divided: Superpower relations, 1945-62	Revisit Paper 1 skills
5	Paper 2 – A6 The fall of communism in Europe, 1979-91	Develop Paper 2 Section A source skills
6	Revision and exam preparation	Frequent timed tests

International relations and warfare

Term	Content	Skills for assessment
1	Paper 2 – B1 The changing nature of warfare 1803-1905	Paper 2 Section B essay skills
2	Paper 2 – A2 The origins and course of the First World War, 1905-18	Develop Paper 2 Section A source skills
3	Paper 1 – 6 A world divided: International relations between the wars, 1919-1939	Develop Paper 1 skills
4	Paper 1 – 8 A world divided: Superpower relations, 1945-1962	Develop Paper 1 skills
5	Paper 2 – B1 The changing nature of warfare 1803-1905	Revisit paper 2 Section B skills
6	Revision and exam preparation	Frequent timed tests

Nationalism and change – this could be delivered in chronological order or in the following way, to break up the Middle East topic.

Term	Content	Skills for assessment
1	Paper 1 – 1 Development of a nation: Unification of Germany, 1848-71	Develop Paper 1 skills
2	Paper 2 – B4 Conflict, crisis and change: The Middle East c1919-c1995	Develop Paper 2 Section A source skills
3	Paper 2 – B4 Conflict, crisis and change: The Middle East c1919-c1995	Develop Paper 2 Section B source skills
4	Paper 1 – 7 Dictatorship and conflict in Russia, 1924-53	Revisit Paper 1 skills
5	Paper 2 – B4 Conflict, crisis and change: The Middle East c1919-c1995	Revisit Paper 2 Section B source skills
6	Revision and exam preparation	Frequent timed tests

Resources

Please note that while resources are correct at the time of publication, they may be updated or withdrawn from circulation.

Textbooks

Brooman J – *China since 1900* (Longman, 1988) ISBN 978-0582223783

Brooman J – *Germany 1918-45* (Longman, 2001) ISBN 978-0582473843

Culpin C – *South Africa since 1948* (Hodder, 2000) ISBN 978-0719574764

Radway R – *Russia and the USSR 1900-95* (Nelson Thornes, 1996)

ISBN 978-0748725472

Rea T and Wright J – *The Arab-Israeli Conflict* (OUP, 1997) ISBN 978-0199171705

Walsh B – *GCSE Modern World History* (Hodder, 2001) ISBN 978-0719577130

Waugh S – *Essential Modern World History* (Nelson Thornes, 2001)

ISBN 978-0748760060

Publication code: UG031029 February 2012

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