



# **Mark Scheme**

Summer 2018

Pearson Edexcel International  
GCSE in History (4HI0/02)

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## General Marking Guidance

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

## Section A

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

(3)

| Level   | Descriptor  | Mark |
|---------|---|------|
| 0       | No rewardable material  | 0    |
| Level 1 | Student offers a piece of information from the source<br><br>e.g. <i>The source shows the three different Estates.</i>  | (1)  |
| Level 2 | One or more unsupported inferences<br><br>e.g. <i>The source suggests that the First and Second Estates are exploiting the Third Estate.</i>  | (2)  |
| Level 3 | One or more supported inferences<br><br>e.g. <i>The source suggests that the First and Second Estates are exploiting the Third Estate because it shows the first two Estates being carried by the Third Estate.</i> | (3)  |

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

(7)

| Level   | Descriptor   | Mark  |
|---------|--|-------|
| 0       | No rewardable material   | 0     |
| Level 1 | <p>Simple statements which identify support / differences at face value</p> <p>1 mark - summarises or paraphrases the sources.<br/>2 marks for generalised comparisons.</p> <p><i>e.g. The two sources agree about the storming of the Bastille.</i></p>   | (1-2) |
| Level 2 | <p>Developed statements identifying support OR challenge based on source contents</p> <p><i>e.g. Source C supports Source B because Source B describes the release of the prisoners in the Bastille and Source C says that seven prisoners were found and taken to the Palais Royal...</i></p>   | (3-4) |
| Level 3 | <p>Developed statements identifying support AND challenge and extent of support</p> <p><i>e.g. As Level 2. Some differences. Source C says that there were very few casualties but Source B suggests that there could have been at least 30. Overall, could argue that Source C strongly supports the views of Source B as both suggest that the Bastille was easily captured and the governor executed. Highly critical of Louis.</i></p> <p>5-6 marks for cross-referencing for support and challenge.<br/>7 marks for overall evaluation of extent.</p> | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source B describes the storming of the Bastille.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source A shows it was due to the treatment of the Third Estate...</i></p>   | 1-4  |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source B suggests it was due to the storming of the Bastille describing the execution of the governor. Source C suggest that the storming of the Bastille was an important reason because it led to violence all over France...</i></p> | 5-8  |
| Level 3 | <p><b>Developed evaluation of the evidence for and against the historical claim</b></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>  | 9-12 |

|         |   |       |
|---------|---|-------|
|         | <p><i>e.g. As Level 2. However, Source A also suggests that there were other reasons especially the exploitation of the Third Estates by the First and Second Estates. The Third Estate had to bear the brunt of the taxes imposed by the king. Source D also suggests other more long-term causes of revolution especially the influence of the Enlightenment whose ideas challenged traditional views about the monarchy and the Three Estates...</i></p>   |       |
| Level 4 | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b><br/> 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.<br/> 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. As Level 3. The storming of the Bastille was important as an immediate cause of the revolution as suggested by Sources B and C. As Source D suggests it was a symbol of royal power. However, the revolution was due to more long-term reasons such as the Enlightenment as well as the unfair tax system. Moreover, the poor harvests of the late 1780s, linked to the heavy burden of taxation, brought further discontent and encouraged opposition such as the storming of the Bastille...</i></p> | 13-15 |

Total for Question A1 = 25 marks

A2 (a) Target: Source comprehension and interpretation (AO3)

(3)

| Level   | Descriptor   | Mark |
|---------|--|------|
| 0       | No rewardable material   | 0    |
| Level 1 | Student offers a piece of information from the source<br><br><i>e.g. The source shows British troops walking ashore at Gallipoli.</i>  | (1)  |
| Level 2 | One or more unsupported inferences<br><br><i>e.g. The source suggests that the British suffered casualties during the Gallipoli landings.</i>  | (2)  |
| Level 3 | One or more supported inferences<br><br><i>e.g. The source suggests that the British suffered casualties during the Gallipoli landings because it shows a number of men who have been shot, falling in to the sea.</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<br><br>1 mark - summarises or paraphrases the sources.<br>2 marks for generalised comparisons.<br><br><i>e.g. The two sources agree about the Gallipoli landings.</i>  | (1-2) |
| Level 2 | Developed statements identifying support OR challenge based on source contents<br><br><i>e.g. Source C supports the evidence of Source B about the Gallipoli landings. Source C suggests that there were casualties during the landings. Source B says the wounded and killed were lying about in all directions...</i> | (3-4) |



|         |  |       |
|---------|--|-------|
| Level 3 | <p><b>Developed statements identifying support AND challenge and extent of support</b></p> <p><i>e.g. Level 2. Some differences. Source B suggests that those who survived moved into trenches after the landings. Source C suggests that they waited around all day because there were no officers. Overall, Source C strongly supports Source B with both suggesting that the landings were a disaster...</i></p> <p>5-6 marks for cross-referencing for support and challenge.</p> <p>7 marks for overall evaluation of extent.</p> | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source B says that 'we fought the flies harder than we fought the Turks'.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source C suggests that the landings were badly organised...</i></p> | (1-4) |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source B suggests that the Turks had built trenches to stop any Allied advance after landing at Gallipoli. Source C suggests that the Turks knew in advance about the Gallipoli landings...</i></p>                | (5-8) |

|                |   |               |
|----------------|---|---------------|
| <p>Level 3</p> | <p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.<br/> 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>e.g. As Level 2. Sources A and D challenge the view. Source A suggests it was due to poor organisation and planning because the Allied troops were forced to walk through the sea. Source D suggests that it was due to a lack of leadership and planning. There was little enthusiasm for the campaign and, as suggested in Source D, intelligence for the landings was based on inaccurate information.</i></p> | <p>(9-12)</p> |
|----------------|---|---------------|

|         |   |         |
|---------|---|---------|
| Level 4 | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</b></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.<br/>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. The strong Turkish defences, as mentioned in Source D, were important in leading to the failure of the Gallipoli campaign. These defences made the initial landings difficult as shown by Sources B and C. However, the fundamental cause of the failure was the lack of planning that went into the campaign and the delay in carrying out the landings which gave the Turks the time to reinforce their defences..</i></p> | (13-15) |
|---------|---|---------|

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 | Student offers a piece of information from the source<br><br><i>e.g. It shows lots of people queuing for food.</i>   | (1)  |
| Level 2 | One or more unsupported inferences<br><br><i>e.g. The source suggests that there were food shortages in Petrograd.</i>   | (2)  |
| Level 3 | One or more supported inferences<br><br><i>e.g. The source suggests that there were food shortages in Petrograd because it shows a large number of women queuing for food.</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<br><br>1 mark - summarises or paraphrases the sources.<br>2 marks for generalised comparisons.<br><br><i>e.g. The two sources agree about the situation in Russia in 1917.</i>  | (1-2) |
| Level 2 | Developed statements identifying support OR challenge based on source contents<br><br><i>e.g. Some support. Source B suggests that there is growing discontent in the armed forces with more and more desertions. Source C also suggests that there is little enthusiasm or support for the war from the armed forces...</i> | (3-4) |

|         |  |       |
|---------|--|-------|
| Level 3 | <p data-bbox="419 154 1150 226"><b>Developed statements identifying support AND challenge and extent of support.</b></p> <p data-bbox="419 255 1134 456"><i>e.g. As Level 2. Some differences. Source B focuses only on the situation with the armed forces. Source C mentions other causes of discontent such as the failure to give land to the peasants. However, strong agreement between sources about the discontent in Russia under the Provisional Government...</i></p> <p data-bbox="419 495 1046 562">5-6 marks for cross-referencing for support and challenge.</p> <p data-bbox="419 595 956 622">7 marks for overall evaluation of extent.</p> | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source A shows a long queue for food in Petrograd.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source D says that food supplies were no better than they had been under the Tsar.</i></p>                | (1-4) |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source A suggests that the Provisional Government was unpopular because of food shortages shown by the long queue. Source D also mentions these shortages saying that they were as bad as they had been under the Tsar...</i></p> | (5-8) |

|         |  |        |
|---------|--|--------|
| Level 3 | <p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.<br/>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>e.g. As Level 2. Sources B and C suggests other reasons for the unpopularity of the Provisional Government. Source B suggests that it was due to the success of the German July offensive which led to defeat on the Eastern Front. There was certainly a lack of morale amongst the armed forces which led to more and more desertions. Source C also the mentions the failure of the Provisional Government to carry out land reform...</i></p> | (9-12) |
|---------|--|--------|



|         |  |         |
|---------|--|---------|
| Level 4 | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></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.<br/>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. As Level 3. Food shortages, as suggested in Source A and mentioned in Source D, did increase the unpopularity of the Provisional Government. However, the fundamental cause of unpopularity was the decision made by the Provisional Government to continue with the war. This not only led to defeat and desertions, as mentioned in Source B, but delayed much needed land and other reforms, as mentioned in Source C and led the peasants to seize the land...</i></p> | (13-15) |
|---------|--|---------|

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 | <p>Student offers a piece of information from the source</p> <p><i>e.g. The source shows women who are dancing on a hotel roof.</i></p>   | (1)  |
| Level 2 | <p>One or more unsupported inferences</p> <p><i>e.g. The source suggests that women had an exciting lifestyle in the 1920s.</i></p>   | (2)  |
| Level 3 | <p>One or more supported inferences</p> <p><i>e.g. The source suggests that women had an exciting lifestyle in the 1920s because the photograph shows two women dancing the Charleston on the roof of a famous hotel.</i></p> | (3)  |

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

(7)

| Level   | Descriptor   | Mark  |
|---------|--|-------|
| 0       | No rewardable material   | 0     |
| Level 1 | <p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarises or paraphrases the sources</p> <p>2 marks for generalised comparisons</p> <p><i>e.g. The two sources agree about women in the USA in the 1920s.</i></p>   | (1-2) |
| Level 2 | <p>Developed statements identifying support OR challenge based on source contents</p> <p><i>e.g. The two sources support each other. Source B suggests that women are starting to earn a living for themselves, including speculating on the stock market. Source C says that there has been an increase in the number of women speculators on the stock market over the previous ten years...</i></p> | (3-4) |

|         |  |       |
|---------|--|-------|
| Level 3 | <p>Developed statements identifying support AND challenge and extent of support.</p> <p><i>e.g. Level 2. Some differences. Source C only focuses on women speculators in the stock market. Source B stresses progress for women due to the vote and a change in attitude about marriage. Overall strong similarities between both sources about the growing independence of women...</i></p> <p>5-6 marks for cross-referencing for support and challenge.<br/>7 marks for overall evaluation of extent.</p> | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source C says there is an increase in women speculators.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source B suggests there was progress because more women were earning a living.</i></p>              | (1-4) |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source A suggests that it was due to the flappers as they are challenging the traditional role of women. Source D also suggests it was due to the flappers because they challenged traditional attitudes towards women...</i></p> | (5-8) |

|                |   |               |
|----------------|---|---------------|
| <p>Level 3</p> | <p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.<br/> 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>e.g. As Level 2. Sources C and D suggest other causes of change. Source C suggests it was due to increasing female involvement in the stock market. Source D says it was because of the part played by women in the First World War when they showed they could do jobs previously done only by men and developed greater self-confidence. In addition, increased mechanisation provided greater job opportunities...</i></p> | <p>(9-12)</p> |
|----------------|---|---------------|

|         |  |         |
|---------|--|---------|
| Level 4 | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></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.<br/>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. As Level 3. The flappers did encourage some social change as suggested by Source A, and greater independence as suggested by Source B. However, the fundamental cause of change was the work done by women during the First World War which not only brought some changes in employment opportunities but led to women being given the vote in 1920 and some, if limited, political influence...</i></p> | (13-15) |
|---------|--|---------|

Total for Question A4 = 25 marks

A5 (a) Target: Source comprehension and interpretation (AO3)

(3)

| Level   | Descriptor  | Mark |
|---------|---|------|
| 0       | No rewardable material  | 0    |
| Level 1 | Student offers a piece of information from the source<br><br><i>e.g. The photo shows Gandhi spinning cotton.</i>  | (1)  |
| Level 2 | One or more unsupported inferences<br><br><i>e.g. The source suggests that Gandhi was promoting Indian industry.</i>  | (2)  |
| Level 3 | One or more supported inferences<br><br><i>e.g. The source suggests that Gandhi was promoting Indian industry because he is shown spinning Indian grown cotton.</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<br><br>1 mark - summarises or paraphrases the sources.<br>2 marks for generalised comparisons.<br><br><i>e.g. The two sources agree about the Amritsar Massacre.</i>  | (1-2) |
| Level 2 | Developed statements identifying support OR challenge based on source contents<br><br><i>e.g. The two sources disagree about the Amritsar Massacre. Source B suggests that there was no justification for the massacre as the crowd had gathered for a religious ceremony. Source C suggests that it was justified because of an attack on a British woman ...</i>                           | (3-4) |
| Level 3 | Developed statements identifying support AND challenge and extent of support<br><br><i>e.g. As Level 2 but some similarities. Both mentioning the shooting by the soldiers and the casualties caused by this. Overall, there are strong differences between B and C in their attitude towards the Amritsar Massacre...</i><br><br>5-6 marks for cross-referencing for support and challenge. | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source A shows Gandhi spinning Indian grown cotton.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source B says that a great number of unarmed people were killed or wounded at Amritsar...</i></p>  | (1-4) |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source B suggests that it was due to the Amritsar massacre because the army did not give the crowd any warning before they began to fire. Source C also suggests that it was due to the massacre which was a punishment for an attack on a British woman...</i></p> | (5-8) |



|                       |  |                      |
|-----------------------|--|----------------------|
| <p><b>Level 3</b></p> | <p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.<br/> 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>e.g. As Level 2. Source D suggests there were other reasons for growing opposition to British rule including the India Act of 1919 which disappointed many Indians because it left the government in the hands of the Viceroy. There was also the failure of the British with the Simon Commission. Source D also mentions the influence of the Congress Party as well as Gandhi's belief in satyagraha as illustrated by his actions in Source A...</i></p> | <p><b>(9-12)</b></p> |
|-----------------------|--|----------------------|

|         |  |         |
|---------|--|---------|
| Level 4 | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></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.</p> <p>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. As Level 3. The Amritsar Massacre of 1919, as shown by Sources B and C, was an important cause of opposition to British rule because it convinced many Indians that the British were tyrants and increased support for Gandhi's peaceful methods, shown in Source A. However, the fundamental cause of increased support was the actions of the British Government in 1919, especially the limitations of the India Act of 1919 and the Rowlatt Acts...</i></p> | (13-15) |
|---------|--|---------|

Total for Question A5 = 25 marks

A6 (a) Target: Source comprehension and interpretation (AO3)

(3)

| Level   | Descriptor   | Mark |
|---------|--|------|
| 0       | No rewardable material   | 0    |
| Level 1 | <p>Student offers a piece of information from the source</p> <p><i>e.g. The source shows a great number of people protesting against the Czech government.</i></p>   | (1)  |
| Level 2 | <p>One or more unsupported inferences</p> <p><i>e.g. The source suggests that there was strong opposition to the communist government in Czechoslovakia.</i></p>   | (2)  |
| Level 3 | <p>One or more supported inferences</p> <p><i>e.g. The source suggests that there was strong opposition to the communist government in Czechoslovakia because it shows a great number of protestors.</i></p> | (3)  |

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

(7)

| Level   | Descriptor   | Mark  |
|---------|--|-------|
| 0       | No rewardable material   | 0     |
| Level 1 | <p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarises or paraphrases the sources<br/>2 marks for generalised comparisons</p> <p><i>e.g. The two sources agree about opposition to President Ceausescu of Romania in 1989.</i></p>   | (1-2) |
| Level 2 | <p>Developed statements identifying support OR challenge based on source contents</p> <p><i>e.g. The two sources agree. Source B suggests there was growing opposition to Ceausescu as it says that the President was interrupted by boos and shouts of 'down with the murderers'. This growing opposition is supported by Source C which says that at a later meeting there were shouts of 'Down with Ceausescu'...</i></p> | (3-4) |

|         |  |       |
|---------|--|-------|
| Level 3 | <p><b>Developed statements identifying support AND challenge and extent of support</b><br/><i>e.g. As Level 2. Some differences in opposition to Ceausescu. Source B suggests that there was street fighting in opposition to Ceausescu. Source C suggests that the opposition was more peaceful. Overall strong support between the sources about opposition to Ceausescu...</i></p> <p>5-6 marks for cross-referencing for support and challenge.</p> <p>7 marks for overall evaluation of extent.</p> | (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><b>Simple evaluation, based on sources and/or own knowledge</b></p> <p>Answers which 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>e.g. Source A shows a large crowd protesting against the communist government.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source C suggests that there was strong opposition to the communist government of Romania...</i></p> | (1-4) |
| Level 2 | <p><b>Supported evaluation offering evidence about the historical claim</b></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>e.g. Source A shows a very large crowd of people who are protesting against the communist government of Czechoslovakia. Source D suggests that this 'Velvet Revolution' brought an end to communism in Czechoslovakia...</i></p>                         | (5-8) |

|                       |   |                       |
|-----------------------|---|-----------------------|
| <p><b>Level 3</b></p> | <p><b>Developed evaluation of the evidence for and against the historical claim</b></p> <p><i>e.g. As Level 2. Sources B, C and D suggest that there were other causes of the collapse of communism in Eastern Europe. Source B and C suggest it was due to the unpopularity of Ceausescu's government of Romania. He was by far the most brutal of the communist leaders. Source D mention the success of Solidarity in Poland...</i></p> <p>5-6 marks for cross-referencing for support and challenge.</p> <p>7 marks for overall evaluation of extent.</p>   | <p><b>(9-12)</b></p>  |
| <p><b>Level 4</b></p> | <p><b>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</b></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.</p> <p>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>e.g. As Level 3. The Velvet Revolution did inspire further opposition in other communist countries such as Romania and Poland, as suggested by Sources A, B and C. However, the fundamental cause of the collapse of communist rule in Eastern Europe was, as suggested in Source D, the new policies introduced by Gorbachev more especially of perestroika and the Sinatra Doctrine which encouraged the growth of opposition in countries in Eastern Europe previously controlled by the Soviet Union...</i></p> | <p><b>(13-15)</b></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<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. Holland was responsible for the first successful submarine. The development of the internal combustion engine helped the development of submarines. The electric motor allowed them to travel a great distance under the surface.</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><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. British fleet defeated the French.</i></p> <p><i>e.g. This was the heaviest armoured battleship of the time.</i></p> <p>1 mark for one simple explanation.</p>  | (1-2) |
| Level 2 | <p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. French threat of invasion. British fleet intercepted French fleet off Trafalgar. French defeat ended threat of invasion...</i></p> <p><i>e.g. Launched by British in 1906. This made all previous battleships obsolete and out-of-date. Faster and bigger and more heavily armed...</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><b>Developed explanation analysing key features</b></p> <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>e.g. As Level 2. More details of major battle and show links with its results/importance...</i></p> <p><i>e.g. As Level 2 - additionally could link launching of dreadnought to its features as a battleship ...</i></p> <p>5-6 marks for one or more features.<br/>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       | <b>No rewardable material</b>   | 0      |
| Level 1 | <p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. Prussia defeated France. Britain defeated the Boers.</i></p>   | (1-4)  |
| Level 2 | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. More details of the Prussian victory in 1871 and of the British victory against the Boers...</i></p> <p>High level 2 (7-8) Develops the stimuli or other relevant information.</p>   | (5-8)  |
| Level 3 | <p><b>Developed explanation analysing change</b></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.<br/>           10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/>           11 marks - Considers the stimuli only making links/comparisons explicit.<br/>           12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. As Level 2 but greater focus on change and/or continuity as a result of the Franco-Prussian War and the Boer Wars. Lack of change during the Boer Wars...</i></p> | (9-12) |

|         |  |         |
|---------|--|---------|
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>e.g. Judgement on extent of change during the Franco-Prussian War in organisation, mobilisation and weaponry. Could include changes due to Austro-Prussian War. Mixture of change and continuity in Boer Wars...</i></p> | (13-15) |
|---------|--|---------|

Total for Question B1 = 25 marks

B2 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer  | Mark            |
|-----------------|---|-----------------|
| (a)             | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. Fleming discovered penicillin by accident due to the growth of an unknown mould. The mould made a very good antibiotic. He did not have the money to continue his work.</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><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Chadwick improved public health.</i></p> <p><i>e.g. Ehrlich developed the magic bullet.</i></p> <p>1 mark for one simple explanation.<br/>           2 marks for two or more.</p>  | (1-2) |
| Level 2 | <p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of how Chadwick improved public health</i></p> <p><i>e.g. More details of the discovery of Salvarsan and its importance...</i></p> <p>3-4 marks for one or more supported explanations.<br/>           Award marks according to range/depth of support.</p> | (3-4) |
| Level 3 | <p><b>Developed explanation analysing key features</b></p> <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>e.g. As Level 2. Could link Chadwick's Report on public health to public health reform...</i></p>   | (5-7) |

|  |   |  |
|--|---|--|
|  | <p><i>e.g. Could link the discovery of the magic bullet with its importance...</i></p> <p>5-6 marks for one or more features.<br/>Award marks according to range/depth of support.<br/>7 marks for answers which show links between features.</p> |  |
|--|---|--|

(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><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. Anaesthetics made surgery easier.</i></p>   | (1-4) |
| Level 2 | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. As Level 1. More details of how anaesthetics were developed and helped surgery. Details of changes brought about by the First World War...</i></p> <p>High level 2 (7/8): Develops the stimuli or other relevant information.</p> | (5-8) |

|                |  |               |
|----------------|--|---------------|
| <b>Level 3</b> | <b>Developed explanation analysing change</b><br><br>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).<br><br>9 marks - Considers the stimuli only but links/comparisons are implied or partial.<br>10 marks - Considers the stimuli and other aspects but | <b>(9-12)</b> |
|----------------|--|---------------|

|                |   |                |
|----------------|---|----------------|
|                | <p>links/comparisons are implied or partial.<br/> 11 marks - Considers the stimuli only making links /comparisons explicit.<br/> 12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. Level 2 but greater focus on changes brought about by anaesthetics, Lister and antiseptics and the First World War. Could compare the impact of anaesthetics with the impact of the work of Lister and antiseptics...</i></p> |                |
| <b>Level 4</b> | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>e.g. Judgement on the extent of changes. Could compare situation 1850 to 1918 but address limitations of certain changes e.g. slow acceptance of anaesthetics...</i></p>                                      | <b>(13-15)</b> |

**Total for Question B3 = 25 marks**

B3 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer  | Mark            |
|-----------------|---|-----------------|
| (a)             | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. At first the Council had eleven members which increased to 15 in 1965. There are five permanent members. Any one of these permanent members can veto decisions.</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><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. The League condemned the Japanese invasion.</i></p> <p><i>e.g. The UN condemned the Anglo-French invasion of Suez.</i></p> <p>1 mark for one simple explanation.</p> | (1-2) |
| Level 2 | <p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of the actions of the League during the crisis especially the Lytton Commission...</i></p> <p><i>e.g. More details of the UN condemnation of the Suez invasion...</i></p>               | (3-4) |
| Level 3 | <p><b>Developed explanation analysing key features</b></p> <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>e.g. As level 2- additionally could link the Lytton Commission with the failure of the League to prevent Japanese aggression...</i></p>   | (5-7) |

|  |  |  |
|--|--|--|
|  | <p><i>e.g. As Level 2 additionally could link the UN condemnation to the eventual Anglo-French withdrawal...</i></p> <p>5-6 marks for one or more features.<br/>Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p> |  |
|--|--|--|

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

(15)

| Level          | Descriptor   | Mark         |
|----------------|--|--------------|
| <b>0</b>       | <b>No rewardable material</b>  | <b>0</b>     |
| <b>Level 1</b> | <p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. The ILO was set up to improve working conditions.</i></p>   | <b>(1-4)</b> |
| <b>Level 2</b> | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>High level 2 (7/8): Develops the stimuli or other relevant information.</p> <p><i>e.g. More details of the work of the ILO under the League and the UN...</i></p> | <b>(5-8)</b> |



|         |   |         |
|---------|---|---------|
| Level 3 | <p><b>Developed explanation analysing change</b></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.<br/> 10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/> 11 marks - Considers the stimuli only making links/comparisons explicit.<br/> 12 marks - Considers stimuli and other aspects making links /comparisons explicit.</p> <p>11 <i>e.g. As Level 2 but greater focus on changes and continuity in the work of the ILO under the League and then under the UN and of the League of Nations Health Commission under the League and WHO...</i></p> | (9-12)  |
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the extent of change/continuity</p> <p><i>e.g. As Level 3. Makes judgements on the extent of change and continuity in the work of the ILO and the two health agencies during this period. For example, much continuity with ILO in improving working conditions. Some change with UN with greater focus on the removal of child labour...</i></p>  | (13-15) |

Total for Question B4 = 25 marks

B4 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer  | Mark            |
|-----------------|---|-----------------|
| (a)             | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. The British were threatened by Irgun and the Stern Gang. These organisations destroyed bridges and roads. Irgun also blew up the King David Hotel leading to the deaths of 91 people.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. More and more Jews moved to Palestine.</i></p> <p><i>e.g. Britain, France and Israel worked together.</i></p> <p>1 mark for one simple explanation.<br/>           2 marks for two or more.</p>   | (1-2) |
| Level 2 | <p>Supported explanation of key features</p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of reasons for and/or the effects of Jewish immigration to Palestine in the 1930s...</i></p> <p><i>e.g. More details of the Israeli attack, the Anglo-French occupation and/or the reaction of the Superpowers...</i></p> <p>3-4 marks for one or more supported explanations.<br/>           Award marks according to range/depth of support.</p> | (3-4) |

|                |  |              |
|----------------|--|--------------|
| <p>Level 3</p> | <p><b>Developed explanation analysing key features</b></p> <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>e.g. As Level 2- additionally could link increased immigration to growing opposition from Arab Palestinians...</i></p> <p><i>e.g. As Level 2. Could link reactions of the Superpowers to the Anglo-French withdrawal...</i></p> <p>5-6 marks for one or more features.<br/>Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p> | <p>(5-7)</p> |
|----------------|--|--------------|

(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><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.<br/>1 mark per simple explanation offered.</p> <p><i>e.g. The Superpowers took different sides.</i></p>  | (1-4)  |
| Level 2 | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. More details of Superpower involvement in wars of 1967 and 1973 and the Oslo Peace Accords...</i></p> <p>High level 2 (7/8): Develops the stimuli or other relevant information.</p>  | (5-8)  |
| Level 3 | <p><b>Developed explanation analysing change</b></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.<br/>10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/>11 marks - Considers the stimuli only making links/comparisons explicit.<br/>12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. As Level 2 but greater focus on changes brought about by Superpower involvement. US and Soviet attitude to Suez Crisis. Influence US arms support for Israel in 1967 and intervention of both in war of 1973. Further change with Superpower involvement in Oslo Peace Accords...</i></p> | (9-12) |

|         |   |         |
|---------|---|---------|
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the process of change.</p> <p><i>e.g. As Level 3 but judgement on the extent of change and continuity - element of continuity as USA generally supported Israel and USSR supported Arab states. Some continuity in aims of the two Superpowers and the peace processes of the 1970s and 1990s...</i></p> | (13-15) |
|---------|---|---------|

Total for Question B4 = 25 marks

B5 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer   | Mark            |
|-----------------|--|-----------------|
| (a)             | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points               3 marks</p> <p><i>e.g. Some warlords controlled whole provinces. Others controlled towns and cities. The warlords were only interested in their own power. They exploited the peasants and made them pay high taxes.</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><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. The Long March increased the popularity of Mao.</i></p> <p><i>e.g. People criticised Mao.</i></p> <p>1 mark for one simple explanation.</p>  | (1-2) |
| Level 2 | <p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of the reasons for the March, the details of the March itself and/or how it increased the popularity of Mao and the CCP...</i></p> <p><i>e.g. More details of the reasons for and/or the effects of the Hundred Flowers Campaign...</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 data-bbox="419 154 1058 188"><b>Developed explanation analysing key features</b></p> <p data-bbox="419 221 1145 315">An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2).</p> <p data-bbox="419 349 1158 450"><i>e.g. As Level 2 - additionally could show links between the 'heroic' features of the March and the increased popularity of Mao...</i></p> <p data-bbox="419 483 1031 551"><i>e.g. As Level 2 - additionally could link Mao's motives for the campaign to its outcome...</i></p> <p data-bbox="419 584 1091 651">5-6 marks for one or more features.<br/>Award marks according to range/depth of support.</p> <p data-bbox="419 685 1038 752">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><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. The Democracy Movement challenged the government of China.</i></p>  | (1-4)  |
| Level 2 | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. More details of the challenge of the Democracy Movement...</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>   | (5-8)  |
| Level 3 | <p><b>Developed explanation analysing change</b></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.<br/>           10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/>           11 marks - Considers the stimuli only making links/comparisons explicit.<br/>           12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. Level 2 but greater focus on changes in threats during this period - significant threats from the Cultural Movement with the expulsion of moderates such as Liu Shaoqi and Deng from the government. Even greater threats from the Democracy Movement leading to a policy of reaction under Deng ...</i></p> | (9-12) |



|         |   |         |
|---------|---|---------|
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>e.g. Makes judgements on the extent of change in threats. Continuity with the Cultural Revolution and the Gang of Four as threats from within the CCP but significant change with popular threats from the Democracy Movement and Tiananmen Square in 1989...</i></p> | (13-15) |
|---------|---|---------|

Total for Question B5 = 25 marks

B6 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer   | Mark            |
|-----------------|--|-----------------|
| 7(a)            | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. There were 15 different tribes in the Congo. Katanga did not want to share its wealth with the rest of the Congo. Lumumba was not popular because he was a member of the Batatele tribe.</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><b>Simple explanation of key features</b></p> <p>The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Kenyatta brought in reforms.</i></p> <p><i>e.g. Nyerere brought changes in Tanzania.</i></p> <p>1 mark for one simple explanation.<br/>           2 marks for two or more.</p>  | (1-2) |
| Level 2 | <p><b>Supported explanation of key features</b></p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of changes under Kenyatta, including land reform...</i></p> <p><i>e.g. More details of reforms under Nyerere, including Arusha Declaration...</i></p> <p>3-4 marks for one or more supported explanations.<br/>           Award marks according to range/depth of support.</p> | (3-4) |

|         |   |       |
|---------|---|-------|
| Level 3 | <p data-bbox="419 152 1054 188"><b>Developed explanation analysing key features</b></p> <p data-bbox="419 221 1070 288">An explanation analysing feature(s) supported by selected knowledge.</p> <p data-bbox="406 322 1177 425"><i>e.g. As Level 2. Could link limited change under Kenyatta with failure to tackle fundamental problems of country...</i></p> <p data-bbox="406 459 1150 526"><i>e.g. As Level 2- additionally- could link Nyerere's later reforms to his retirement from office...</i></p> <p data-bbox="419 560 1090 627">5-6 marks for one or more features.<br/>Award marks according to range/depth of support.</p> <p data-bbox="419 660 1038 728">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><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. Apartheid meant that the blacks were treated worse.</i></p>   | (1-4)  |
| Level 2 | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. More details about the changes to apartheid in the 1960s and under P W Botha...</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>  | (5-8)  |
| Level 3 | <p><b>Developed explanation analysing change</b></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.<br/>           10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/>           11 marks - Considers the stimuli only making links/comparisons explicit.<br/>           12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. Level 2 but greater focus on change and continuity. Show links between the changes brought in by Botha and de Klerk's government in the 1980s and early 1990s...</i></p> | (9-12) |

|         |   |         |
|---------|---|---------|
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the process of change.</p> <p><i>e.g. As Level 3 but judgement on the extent of change and continuity. Much continuity in the 1960s and 1970s but significant changes in the 1980s under Botha and de Klerk...</i></p> | (13-15) |
|---------|---|---------|

Total for Question B6 = 25 marks

B7 (a) Target: Source comprehension (AO3)

(3)

| Question Number | Answer  | Mark            |
|-----------------|---|-----------------|
| (a)             | <p>One point                    1 mark<br/>           Two points                2 marks<br/>           Three points              3 marks</p> <p><i>e.g. Aircraft were used to bomb radar and bridges in Normandy. The Allies landed on five beaches. All the landings went well except on Omaha Beach. The Americans suffered heavy casualties.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This meant lightning war.</i></p> <p><i>e.g. These were used by the Americans against the Japanese.</i></p> <p>1 mark for one simple explanation.<br/>2 marks for two or more.</p>   | (1-2) |
| Level 2 | <p>Supported explanation of key features</p> <p>The student supports the explanation selecting relevant contextual knowledge.</p> <p><i>e.g. More details of the use of blitzkrieg in Poland and Western Europe and/or reasons for its success...</i></p> <p><i>e.g. More details of the use of the atomic bombs and the effects of these bombs ...</i></p> <p>3-4 marks for one or more supported explanations.<br/>Award marks according to range/depth of support.</p> | (3-4) |
| Level 3 | Developed explanation analysing key features  | (5-7) |

|  |  |  |
|--|--|--|
|  | <p>An explanation analysing feature(s) supported by selected knowledge.</p> <p><i>e.g. As level 2. Could link details of blitzkrieg invasions with reasons for their success 1939-40...</i></p> <p><i>e.g. As Level 2. Could link the immediate and more long term effects of the dropping of the atom bombs...</i></p> <p>5-6 marks for one or more features.<br/>Award marks according to range/depth of support.<br/>7 marks for answers which show links between features.</p> |  |
|--|--|--|

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

(15)

| Level          | Descriptor   | Mark          |
|----------------|--|---------------|
| <b>0</b>       | <b>No rewardable material</b>  | <b>0</b>      |
| <b>Level 1</b> | <p><b>Simple explanation of change</b></p> <p>Answers which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>e.g. The Germans used wolf-pack tactics...</i></p>   | <b>(1-4)</b>  |
| <b>Level 2</b> | <p><b>Supported explanation offering evidence of change</b></p> <p>The student 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>e.g. As Level 1. More details of the German use of U-boats during the Second World War including wolf-pack tactics...</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p> | <b>(5-8)</b>  |
| <b>Level 3</b> | <p><b>Developed explanation analysing change</b></p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons</p>   | <b>(9-12)</b> |

|         |  |         |
|---------|--|---------|
|         | <p>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.<br/> 10 marks - Considers the stimuli and other aspects but links/comparisons are implied or partial.<br/> 11 marks - Considers the stimuli only making links /comparisons explicit.<br/> 12 marks - Considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>e.g. As Level 2 but greater focus on changes brought about by the use of U-boats during the Second World War in tactics and the development of anti- U-boat methods. Could link this with further developments more especially of the nuclear submarine...</i></p> |         |
| Level 4 | <p><b>A sustained analysis and judgment</b></p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus <b>and/or</b> additional material and makes a judgement on the extent of change/continuity.</p> <p><i>e.g. Makes judgements on extent of change. Significant changes in tactics (wolf pack) and with the development of the nuclear submarine. Important changes brought about by the development of the aircraft carrier during and after the Second World War. Continuity between war in the Pacific (1941-45) and the Falklands War (1982) in the use of the aircraft carrier...</i></p>  | (13-15) |

Total for Question B7 = 25 marks