

International GCSE

History (9–1) (Modular)

Getting Started Guide

Pearson Edexcel International GCSE in History (Modular) (4XHI1)

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Issue 1



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Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This guide is Issue 1. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson Edexcel website:

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Introduction

This Getting Started Guide provides an overview of our International GCSE History (Modular) qualification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your learners.

Our package of support to help you plan and implement the specification includes:

Planning

We will provide a course planner and an editable scheme of work that you can adapt to suit your department. We also provide training for international and UK-based schools.

Teaching and learning

To support you in delivering this new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard

Sample Assessment Materials and Extra Assessment Materials will be provided.

Tracking learner progress

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning. We will also offer **examWizard**, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.

Support

Our subject advisor ensures that you receive help and guidance from us. You can sign up to receive updates at <https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-andtutors.html> or contact us using the support portal <https://support.pearson.com/uk/s/qualificationcontactus>.

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Key features of the qualification

Our new International GCSE in History (Modular) is designed to closely align to our existing International GCSE in History. It covers the same content and is assessed in the same way as our existing qualification. The modular qualification breaks the journey into units with an exam at the end of each unit, so students can sit their exams when they feel prepared and ready. It also allows learners to take advantage of multiple re-sit opportunities if needed.

The modular route provides learners with a sensible and authentic form of assessment that reflects how today's students sit other high stakes assessments in their lives, (i.e., when they are ready), such as driving tests, or tests of English proficiency. Spreading their examination load across exam series provides more opportunities to demonstrate their skills and abilities and to receive feedback to help improve their performance and secure the overall grades they need to progress.

How modular International GCSEs work:

- **Units can be assessed in any exam series:** In the modular route, there are no restrictions on students taking units together; all units can be treated separately, and they can be taken in any International GCSE exam series.
- **No time limits on the qualification:** Students can take and re-sit individual unit assessments in any series. This means students have more opportunities to get feedback to improve their performance and get the grades they need to progress.
- **Students 'cash in' unit results when ready:** Once a student has all their unit results for the qualification they are taking, they 'swap' those for a grade – this is called 'cashing in'. To cash in, all units must have been entered.

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Why choose Pearson Edexcel International GCSE in History (Modular)?

We have listened to feedback from all parts of the international school and language teaching community, including a large number of teachers. We have designed this specification to engage international learners and give them skills that will support progression to further study of history, and to enhance their educational or employment prospects.

The content and assessment approach for this qualification has been designed to meet learner needs in the following ways:

Modular structure - The modular assessment structure offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade.

No forbidden combinations – With no compulsory topics and no forbidden combinations, teachers can choose areas of study that they will enjoy teaching and that will engage their learners.

International topic choices – Our topic choices are diverse and international, covering a broad geographical spread. We have introduced a brand-new topic (B8) for those looking to teach something different.

Clear and straightforward question papers – Our question papers are clear and accessible for students of all ability ranges and learning styles. They follow a consistent structure across exam series. Our mark schemes are straightforward, so that the assessment requirements are set out clearly.

Broad and deep development of learners' skills – The design of the International GCSE (Modular) aims to extend learners' knowledge and understanding by broadening and deepening skills; for example, learners develop the ability to:

- explain, analyse and make judgements about historical events and periods studied using second order historical concepts
- use a range of source material to comprehend, interpret and cross-refer sources
- analyse and evaluate historical interpretations in the context of historical events studied.

Progression to A Level – International GCSE qualifications enable successful progression onto A Level and beyond. Through our World Class qualification development process, we have

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consulted with International A Level and GCE A Level teachers as well as university professors to validate the appropriateness of this qualification, including its content, skills development and assessment.

More information about all of our qualifications can be found on our Pearson Edexcel International GCSE pages at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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Qualification overview

Unit 1: Depth Studies	Unit code: 4WHI1/01
Externally assessed Written examination: 1 hour 30 minutes Availability: June and November 60 marks	50% of the qualification (Modular)
Content overview Students must study at least two depth studies from the following: <ol style="list-style-type: none">1 The French Revolution, c1780–992 Development of a nation: unification of Italy, 1848–703 Germany: development of dictatorship, 1918–454 Colonial rule and the nationalist challenge in India, 1919–475 Dictatorship and conflict in the USSR, 1924–536 A world divided: superpower relations, 1943–727 A divided union: civil rights in the USA, 1945–748 South Africa: from union to the end of apartheid, 1948–94. Students will: <ul style="list-style-type: none">• gain knowledge and understanding of the key features and characteristics of historical periods• develop skills to analyse and evaluate historical interpretations in the context of historical events studied• develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.	
Assessment overview Students are assessed through an examination based on their selected depth studies . Students answer two questions, one on each of the depth studies they have studied.	

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Unit 2: Investigation and Breadth Studies	Unit code: 4WH12/01
Externally assessed Written examination: 1 hour 30 minutes Availability: June and November 60 marks	50% of the qualification (Modular)
Content overview Students must study one historical investigation from the following: A1 The origins and course of the First World War, 1905–18 A2 Russia and the Soviet Union, 1905–24 A3 The USA, 1918–41 A4 The Vietnam Conflict, 1945–75 A5 East Germany, 1958–90. Students must study one breadth study in change from the following: B1 America: from new nation to divided union, 1783–1877 B2 Changes in medicine, c1848–c1948 B3 Japan in transformation, 1853–1945 B4 China: conflict, crisis and change, 1900–89 B5 The changing role of international organisations: the League and the UN, 1919–c2011 B6 The changing nature of warfare and international conflict, 1919–2011 B7 The Middle East: conflict, crisis and change, 1917–2012 B8 Diversity, rights and equality in Britain, 1914–2010. Students will: <ul style="list-style-type: none">• gain knowledge and understanding of the key features and characteristics of historical periods• develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts• learn how to use a range of source material to comprehend, interpret and cross-reference sources• develop skills to analyse and evaluate historical interpretations in the context of historical events studied.	

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Assessment overview

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.

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Content overview

This section provides an overview of each element of the specification and the options that are available.

Paper 1: Depth Studies

The specification contains eight depth study options and students must study any two of them. There are no forbidden combinations.

The key elements of the eight options are as follows:

1. The French Revolution, c1780–99	The origins of the Revolution, c1780–87. Short-term causes of the Revolution: from Assembly of Notables to Estates General, 1787– 89; Developments 1789–92; Convention and Terror, 1792–94; Directory and First Consul – the fall of Robespierre to the rise of Napoleon, 1794–99
2. Development of a nation: unification of Italy, 1848–70	The 1848 Revolutions in the Italian states; Developments in Piedmont, 1849–54; the defeat of Austria, 1854–59; Garibaldi and the Papal States; Venice and Rome and the extent of unification by 1870
3. Germany: development of dictatorship, 1918–45	The establishment of the Weimar Republic and its early problems; the recovery of Germany, 1924–29; the rise of Hitler and the Nazis to January 1933; Nazi Germany 1933–39; Germany and the occupied territories during the Second World War
4. Colonial Rule and the nationalist challenge in India, 1919–47	The Rowlatt Acts, Amritsar and the Government of India Act, 1919; Gandhi and Congress, 1919–27; Key developments, 1927– 39; the impact of the Second World War on India; Communal violence, independence and partition, 1946–47

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5. Dictatorship and conflict in the USSR, 1924–53	The leadership struggle, 1924–29; Five-Year Plans and collectivisation; Purges, show trials, the cult of Stalin and the revision of history; Life in the Soviet Union, 1924–41; Second World War and after, 1941–53
6. A world divided: superpower relations, 1943–72	Reasons for the Cold War; Early developments in the Cold War, 1945–49; Cold War in the 1950s; Three crises: Berlin, Cuba and Czechoslovakia; the Thaw and moves towards Détente, 1963–72
7. A divided union: civil rights in the USA, 1945–74	The Red Scare and McCarthyism; Civil rights in the 1950s; The impact of civil rights protests, 1960–74; Other protest movements: students, women, anti-Vietnam; Nixon and Watergate
8. South Africa: from union to the end of apartheid, 1948–94	Setting up apartheid, 1948–54; growth of apartheid, 1955–59; Resisting apartheid, 1955–78; PW Botha – response to resistance, 1978–90; Dismantling Apartheid, 1990–94

The content of each depth study is expressed in five key topics. Normally these are five periods in chronological order, but some options contain overlapping ranges where a new aspect is introduced. For example, option A5 topic 4 revisits the chronology of the other topics 1–3 to cover the aspect of *Life in the Soviet Union*, 1924–41. Questions may cross these topics and students should appreciate the links between them in order to consider, for example, long-term causes and consequences.

The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse historical interpretations
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

The second-order concepts assessed in Paper 1 are: causation, consequence and significance. See page 18 for section providing further assessment guidance.

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Paper 2: Historical Investigation and Breadth Studies

Paper 2 is divided into two sections: A Historical Investigation; B Breadth Studies.

Paper 2: Historical Investigation

The specification contains five historical investigations and students must study one of them. The key elements of the five options are as follows:

A1. The origins and course of the First World War, 1905–18	The alliance system and international rivalry, 1905–14; the growth of tension in Europe, 1905–14; the Schlieffen Plan and deadlock on the Western Front; the war at sea and Gallipoli; the defeat of Germany
A2. Russia and the Soviet Union, 1905–24	Tsarist rule in Russia, 1905–14; Opposition to Tsarist rule 1914–17: the impact of war and the February Revolution: Provisional Government and the Bolshevik Revolution; the Bolshevik consolidation of power and the Civil War; War Communism and the New Economic Policy (NEP)
A3. The USA, 1918–41	The Roaring Twenties; Increased social tensions in the 1920s; the USA in Depression, 1929–33; Roosevelt and the New Deal, 1933–41; Opposition to the New Deal
A4. The Vietnam Conflict, 1945–75	The struggle against France for independence, 1945–54; US policy and intervention, 1954–64; Confrontation in the Vietnam War, escalation 1964–68; Nixon and Ford's policies – Vietnamisation, peace and Communist victory, 1969–75; the impact of conflict on civilians in Vietnam and attitudes in the USA
A5. East Germany, 1958–90	The Berlin Wall crisis, 1958–63; Stabilisation and control: the GDR, 1962–87; Life in the GDR – social change, 1962–87; Ostpolitik – relations with the Federal Republic, 1969–87; the Peaceful Revolution, 1987–90

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The content of each historical investigation is expressed in five topics. Normally these are five periods in chronological order, but some options contain overlapping ranges where a new aspect is introduced. For example, option A4 topic 5 overlaps the chronology of topics 3 and 4 to examine the impact of conflict on civilians in Vietnam and attitudes in the USA. The options that have been chosen lend themselves to the use of a range of source material and the evaluation of historical interpretations. Section A of Paper 2 adopts a case study approach in questions (b) and (c). The case study may draw on the content of one or more of the defined topics, but typically addresses one. The (a) question draws on two aspects of content not addressed in the case study.

The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- learn how to use a range of source material to comprehend, interpret and cross-refer sources
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

See page 18 for section providing further assessment guidance.

Paper 2 Breadth Studies

The specification contains eight breadth studies and students must study one of them. The key elements of the eight options are as follows:

Option title	Key topics	Themes throughout the period
B1 America: from new nation to divided union, 1783–1877	Building a new nation, 1783–1809 Westward expansion and Native American removal, 1803–49 Slavery, the South and the causes of secession, 1850–61 Civil War and the end of slavery, 1861–65 A More Perfect Union? 1865–77	<ul style="list-style-type: none">• the relationship of the separate states to the whole• the issue of slavery• the problems posed by an expanding nation• the role of government policy• the significance of financial and economic factors

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<p>B2 Changes in medicine, c1848– c1948</p>	<p>Progress in the mid-19th century Nightingale, Chadwick, Snow and Simpson</p> <p>Discovery and development, 1860–75</p> <p>Lister and Pasteur</p> <p>Accelerating change, 1875–1905</p> <p>Ehrlich, Koch and chemistry</p> <p>The impact of government action and war, 1905–20</p> <p>Advances in medicine, surgery and public health 1920–48</p>	<ul style="list-style-type: none"> • changes in medical treatment and in understanding the cause of illness • improvements in public health provision • changes in surgery • the changing role of women in medicine • the impact of war and science and technology on medicine
<p>B3 Japan in transformation, 1853–1945</p>	<p>Japan opening up to China and the West, 1853–67</p> <p>Transformation, 1867–1895</p> <p>An emerging power, 1895–1919</p> <p>Political and Economic challenges, 1919–31</p> <p>Depression, empire and collapse, 1931–45</p>	<ul style="list-style-type: none"> • external influences on Japan • Japan awakens – military expansionism from seclusion to world power and defeat • the modernisation of the economy – the problems of industrialisation • social transformation in a modern world • political change
<p>B4 China: conflict, crisis and change, 1900–89</p>	<p>The fall of the Qing, Warlordism and chaos, 1900–34</p> <p>The triumph of Mao and the CCP, 1934–49</p> <p>Change under Mao, 1949–63</p> <p>The Cultural Revolution and its impact, 1965–76</p>	<ul style="list-style-type: none"> • civil conflict – order and disorder • external influences on China • economic transformation • social transformation • the role of leadership

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	China, 1976–89	
B5 The changing role of international organisations: the league and the UN, 1919–c2011	<p>The creation and successes of the league, 1919–29</p> <p>The league challenged, 1930–9</p> <p>Setting up the United Nations Organisation and its work to 1964</p> <p>The UN challenged, 1967–89</p> <p>The UN at bay, 1990–2011</p>	<ul style="list-style-type: none"> • the organisation and decision making of the league and the UN • policing conflict – the role of peacekeeping in resolving international conflicts • the work of the specialised agencies • the strengths and weaknesses of the organisations • Great Power involvement in the League (Britain and France) and the UN (US and USSR)
B6 The changing nature of warfare and international conflict, 1919–2011	<p>The changing nature of warfare, 1919–39</p> <p>Changing methods of warfare by land, air and sea, 1939–45</p> <p>New forms of conflict – nuclear and guerrilla war versus conventional war, 1945–75</p> <p>Conventional war and the development of ‘new’ wars, 1976–2000</p> <p>Changing methods of warfare at the beginning of the 21st century, 2000–10</p>	<ul style="list-style-type: none"> • land warfare • sea warfare • air warfare • weaponry, technology and communications • guerrilla warfare

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<p>B7 The Middle East: conflict, crisis and change, 1917–2012</p>	<p>Buildup of tension in Palestine, 1917–46</p> <p>The creation of Israel, the war of 1948–49 and the Suez Crisis of 1956</p> <p>Tension and conflict, 1956–73</p> <p>Diplomacy, peace then wider war, 1973–83</p> <p>The attempts to find a lasting peace, 1987–2012</p>	<ul style="list-style-type: none"> • international involvement in Middle East conflicts • the problem of disputed territorial claims • military conflicts – the key wars • political and diplomatic attempts to achieve lasting peace • the role of terrorism
<p>B8 Diversity, rights and equality in Britain, 1914–2010</p>	<p>The fight for recognition, 1914–1928</p> <p>The impact of Depression and war, 1928–45</p> <p>Consequences of war and the end of empire, 1945–62</p> <p>Changes in civil rights, c1962–1986</p> <p>Changes in opportunity and culture, 1986–2010</p>	<ul style="list-style-type: none"> • changing opportunities: race and gender • changing opportunities: disability and class • influences of immigration and diversity on British society • the role of protest and pressure groups in changing opportunities • the role of government in changing opportunities.

The content of each breadth study is expressed in five topics. Normally these are five periods in chronological order, but some options (for example B1) contain overlapping ranges where a new aspect is introduced. Other options (for example B7) address only selected years of the chronology. In this case, students are not expected to have knowledge of events and developments in the intervening years. The options that have been chosen lend themselves to the thematic study of change over time and the specification defines themes that are traced through the study of the key topics. These themes will be the focus of Section B, sub-question (c). The (c) question will normally draw on the content of two or more topics in order to explore change over an extended period. An exception might be found in the case where the key topic itself covers an extended period (for example B1 topics 1 and 2). Note it is not expected that additional material be taught to cover the content of the five themes. However, it is expected

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that coverage of the specified topic material picks up and explores thematic connections. For example:

Option	Question	Key topics targeted	Theme(s) targeted
B2	C (ii) How far were the two World Wars responsible for changes in medical treatment in the years 1914-48?	4 and 5	1,3,5
B4	C (ii) How far did the organisation of industry change in China in the years 1949-89?	3, 4 5	3

The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.
- The second-order concepts assessed in Section B are: change, continuity, causation, significance, similarity and difference.

See page 19 for section providing further assessment guidance.

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Assessment guidance

Assessment requirements

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the paper
Unit 1 Depth Studies	1/2	1 hour and 30-minute examination comprising a mixture of extended writing and essay-based questions, based on two selected depth studies.	60
Unit 2 Investigation and Breadth Studies	1/2	1 hour and 30-minute examination comprised of two sections, with a mixture of extended writing and essay-based questions. Section A is based on a selected historical investigation and Section B on a breadth study in change.	60

Assessment objectives and weightings

		% in International GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied	34
AO2	Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts	36
AO3	Use a range of source material to comprehend, interpret and cross-refer sources	15
AO4	Analyse and evaluate historical interpretations in the context of historical events studied	15

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Relationship of assessment objectives to papers

Paper number	Assessment objective			
	AO1	AO2	AO3	AO4
Paper 1	18%	22%	0%	10%
Paper 2	16%	14%	15%	5%
Total for International GCSE	34%	36%	15%	15%

Awarding and reporting

Pearson Edexcel International GCSE in History (Modular) will be graded on a nine-grade scale from 9 to 1. Individual unit results will be reported. All two units will contribute to the International GCSE (Modular) grade. Learners whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

For modular qualifications, the 'final mark' or the Uniform Mark Scale (UMS) mark is different from the score on the exam paper - the so-called 'raw mark'.

The purpose of UMS is to ensure that where learners complete a unit in different series, the value of their score is maintained when certificating. Learners will receive a uniform mark between 0 and the maximum uniform mark for each unit.

Unit results

This shows the total UMS for each unit and the associated grade boundaries. Students will receive a uniform mark between 0 and the maximum uniform mark for each unit:

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	70	63	56	49	42	35	28	21	14	7	0

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Assessment overview Paper 1

	Total marks	Assessment Objective	Question description	Example question stem
First option				
(a)	6	AO4	Analysis of a secondary extract	What impression does the author give about...?
(b)	8	AO1/AO2	Explanation of effects	Explain two effects of... on...
(c)	16	AO1/AO2	Judgement relating to one of the following: causes/ effects/significance	'[Statement.]' How far do you agree? Explain your answer. + two stimulus points
Second option				
(a)	6	AO4	Analysis of a secondary extract	What impression does the author give about...?
(b)	8	AO1/AO2	Explanation of effects	Explain two effects of... on...
(c)	16	AO1/AO2	Judgement relating to one of the following: causes/ effects/significance	'[Statement.]' How far do you agree? Explain your answer. + two stimulus points

Question types for Paper 1

Question (a)

Analysing a secondary extract for the impression given by the author. The question is phrased as:

What impression does the author give about...?

(6)

The question requires inferences to be made from the extract content to discern the impression the author set out to create. In the sample assessment materials impressions relate to: an event (1, 8), reforms (2), policies (3), campaign (4), movement (5, 7), support

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(6). Other foci are possible. The key to analysing the extracts is for students to be aware that language, tone and content are the product of deliberate choices by the author. The author wishes to convey a view.

Students could usefully begin by thinking about whether the author has set out to give a positive or negative impression or has set out to suggest that an event/ policy or movement was significant/ ineffective, successful / unsuccessful (language, tone and emphasis or selection of material will indicate that).

The table below analyses some of the details to show the way in which an impression is conveyed in the extract in option 3.

Extract C: From A History of Germany 1918–39, published in 2009.

The Nazis used a number of dubious methods to keep down the unemployment statistics. The official statistics did not include unmarried men under 25 who were pushed into National Labour schemes. The figures also excluded women who had been dismissed from their jobs or who gave up work to get married. Also not included in the official unemployment statistics were opponents of the regime being held in concentration camps.

The Nazis also boosted the total number of those that were employed by registering part-time workers as being fully employed.

(a) What impression does the author give about Nazi policies regarding employment?

Language and tone	'Dubious' methods 'Pushed' into the National Labour Scheme 'Boosted' the numbers
Selection of information	Does not include measures that added to employment opportunities (e.g. rearmament). Does

=

The author gives the impression that the Nazi unemployment policies were less effective than the statistics suggested.

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	include lists of these excluded
Points of emphasis	Concentrates on listing those excluded by the statistics (e.g. women dismissed from their jobs) and the weaknesses of the statistics (e.g. registering part-time workers as fully employed).

Question (b)

Explaining two effects

The question is phrased as:

Explain two effects of (8)

The question targets AO1 and AO2 equally. It requires analysis of consequence and use of knowledge to support that analysis. The sample assessment materials have questions asking for: the effects of a government (1), involvement in war (2), an economic development (3), a movement / campaign (4, 7), government action / legislation (5, 8), a crisis (6). Other examples are possible. The key to explaining the effect of an event or development is for students to show the link between it and an outcome. The use of phrases such as: this led to; as a result of this; this brought about; this resulted in; may help to focus responses. Two effects are required and the maximum mark for explanation of only one is 4 marks. There is no requirement to link the two effects with one another.

Question (c)

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Making a judgement relating to one of the following: causes/effects/significance

The question is phrased as:

Either

(i) 'statement...' How far do you agree? Explain your answer (16)

or

(ii) 'statement...' How far do you agree? Explain your answer (16)

The statements are each presented as a quotation with which students are asked to agree or disagree and explain their answer. They may target any of the second-order concepts of cause, consequence, significance. For example:

Option 5 c(ii) requires analysis and evaluation of consequence:

'The main effect of collectivisation on the Soviet Union in the years 1928-41 was the removal of the kulaks.' How far do you agree? Explain your answer. (16)

Option 6 c(i) requires analysis and evaluation of causation:

'The main reason for worsening relations between the USA and the Soviet Union in the years 1945-47 was Soviet expansion in Eastern Europe.' How far do you agree? Explain your answer. (16)

Option 6 c(ii) requires analysis and evaluation of significance:

'The building of the Berlin Wall was the most serious crisis between the USA and the Soviet Union in the years 1960-68.' How far do you agree? Explain your answer. (16)

This 16-mark question targets AO1 and AO2 with a slightly higher weighting for AO2 (7:9). In making their question choices, students need to take care to be clear not only about the content demands of the question, but also the conceptual focus – what is it they are being asked to evaluate?

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Stimulus material

Question (c) uses stimulus material: students are given two short bullet points. These may be a feature of the period, an event and so on. The first bullet point relates closely to the given statement; the second prompts consideration of another aspect.

For example, Option 1:

c(i) 'The main long-term cause of the French Revolution was the Enlightenment.' How far do you agree? Explain your answer.

You may use the following in your answer:

- the Enlightenment
- taxation.

You must also use information of your own.

(16)

Students do not have to use the stimulus material provided. Indeed, they would be well-advised not to attempt to write about a bullet point they do not recognise. The stimulus is there to help candidates to link the question asked with the material they have studied and to provide a prompt to analysis and evaluation. In the example above, additional analysis of causation is prompted by including another aspect (taxation) that created discontent in France before the Revolution.

The question also prompts students to include information of their own – and they should plan to include information related to at least one more aspect of content. The mark scheme (see below) restricts the marks available for answers that do not do this. It should be noted that the mark ceilings relate to the content range of knowledge and understanding deployed. To achieve higher marks candidates have to analyse and evaluate three aspects - at least one of which must be of their own choosing. There is no penalty, however, for ignoring a stimulus bullet point that is additional to the aspect required by the question itself. For example, in the question exemplified above, the Enlightenment must be considered but taxation need not be, if the student prefers to explore other relevant aspects.

The key features of strong answers in relation to this question are knowledgeable responses that have a direct focus on the question target (consequence, causation etc.) and that apply

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criteria to make a judgement (see below for further discussion of this aspect.) In coming to a judgement, both sides of the argument should be addressed. Note that the indicative content in the mark scheme is organised into points supporting and points countering the statement about which a judgement is required.

AO2 making judgements and applying criteria

All the 16-mark AO1 and AO2 Paper 1 and Paper 2 questions require students to make a judgement: 'How far?' Although the question wording in Paper 1 Section B question (c) differs from Paper 1 question (c), essentially the question demands are the same, and the generic mark schemes are identical.

The mark scheme progression in the relevant strand (bullet point 3) moves from judgements that are asserted to judgements that are justified by the application of criteria.

It may be helpful for students to think in terms of the criteria for judgement they apply when making decisions [judgements] in everyday life – to buy clothes (fit, fashion and price) or to prefer a certain TV programme or film (artists, characters, special effects, storyline).

For example:

'I chose this pair of trousers. It was the best.'	A judgement given, with justification asserted.
'I chose this pair of trousers because it suited me best.'	A judgement with some justification, but without the evidence of valid criteria being applied.
'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit around the waist and the right length at a price of [xx] which I could afford.'	Exemplifies the use of criteria for overall judgement and with justification.

Mark scheme guidance Paper 1

Levels-based mark schemes

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These are used to judge the quality of the response. The generic descriptions for each question can be found at the beginning of the mark scheme.

The progression in the level descriptions is clearly defined with the identification of key strands of progression that can be traced within each level - as the colour-coding below shows. The indicative content is shown separately after the level descriptions. Not all the indicated content is required, and other relevant points must be accepted.

A 'best-fit' approach to marking

Examiners are instructed to apply a 'best-fit' approach when marking. This acknowledges that students may be stronger in one strand of the generic descriptors than another. In the example for question (c) below, three strands are indicated. This means that strong performance in strands 1 and 2 might allow a student into Level 3, even if the performance in strand 3 better fitted Level 2. For marks at the top of a level to be awarded, all three strands must fit the descriptors at the level. The general marking guidance in the sample assessment materials provides general information on 'Finding the right level' and 'Finding a mark within a level'.

Question (a)

A three-level mark scheme is used for question (a) which targets AO4, 6 marks. The progression in student performance from one level to the next is defined according to ability in two interlinked elements:

- inference and explanation of impression
- analysis of and selection from the extract. For example:

Question (a)

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple valid comment is offered about an impression. or Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.

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2	3–4	Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Indicative content:

Question	Mark Scheme
3 (a)	What impression does the author give about Nazi policies regarding employment? You must use Extract C to explain your answer. Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

The author gives the impression that:

- The Nazi unemployment policies were less effective than the statistics suggested. This is demonstrated by the following:
- the extract says that the official figures did not include unmarried men under 25
- the language used by the author, including 'the Nazis used dubious methods'
- the author has selected evidence of the methods used by the Nazis to bring down unemployment figures, such as women who had been removed from their jobs, and has not included the more positive methods.

The highest level is reached by showing how the author has created the impression by his choice of content and emphasis and use of language. See mark scheme in table above.

Question (b)

A three-level mark scheme is used for question (b) which targets AO 1 and AO2 equally.

The mark scheme is separated into bullet points relating to each Assessment Objective. The first bullet point in the level descriptors relates to the quality of analysis of consequence (AO2), and the second to the knowledge and understanding of period used in support (AO1). The

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progression in AO2 moves from simple comment to developed analysis and in AO1 from generalised to specific information.

Question (b)

Targets: AO1 (4 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">■ Simple comment is offered about consequence(s). [AO2]■ Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	<ul style="list-style-type: none">■ Features of the period are analysed to explain consequences. [AO2]■ Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only once consequence.</p>
3	6–8	<ul style="list-style-type: none">■ Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2]■ Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Example indicative content:

Question	Mark Scheme
5 (b)	<p>Explain two effects on superpower relations of the Berlin Crisis of 1948-49.</p> <p>Targets:</p> <p>AO1 (4 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>

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	AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only once consequence.

Indicative content

Relevant points may include:

- It greatly increased rivalry between the USA and the Soviet Union. Truman saw the crisis as a great victory. West Berlin had survived and stood up to the Soviet Union.
- For Stalin it was a defeat and humiliation, although this was not what the Soviet people were led to believe. Stalin was more determined than ever to remove allied influence in Berlin.
- The crisis convinced Truman of the need to strengthen Western Europe against Soviet expansion and led to the setting up of NATO.

Three examples of valid consequences are given in the indicative content. Students are only required to provide two and will not gain credit for a third. If they do write about more than two, their better two will be credited and the third disregarded. The provision of additional examples is to assist marking. The mark scheme also makes clear that examples other than those given must be credited.

Question (c)

A four-level mark scheme is used for question (c) which targets AO1 and AO2 and requires an extended answer. The extended answers are assessed against four levels and the principles of 'best-fit' outlined previously on page 21 apply to marking uneven performance. As in question

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(b), bullet point 1 traces the progression in AO2, identifying the qualities relevant to explanation and analysis of second-order concepts; bullet point 2 traces the progression in AO1. The 16-mark question has an additional AO2 requirement for evaluation and judgement and this is reflected in the higher AO2 weighting for the question (9 of the 16 marks). Progression in this element is traced in bullet point 3.

Progression in each of the strands

Progression in AO2 (bullet points 1 and 3) is characterised by the move from simple or generalised responses to analytical explanations that show a line of reasoning that is coherent, sustained and logically structured. In questions requiring evaluation, it is also characterised by the quality of the justification for, and the application of, criteria for judgements. See below and above page 21 for more discussion of this aspect.

Progression in AO1 (bullet point 2) is characterised by the increasing ability to select information precisely and to show wide-ranging knowledge and understanding.

Additionally, mark ceilings are introduced into Levels 2, 3 and 4 to require knowledge of relevant aspects beyond those prompted by the stimulus material. This does not mean that answers going no further than the prompts are limited to Level 2. If they display Level 3 qualities of explanation and judgement, they may be rewarded in Level 3, but not above 10 marks.

For example:

Question (c)

Targets: **AO1 (7 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	■ A simple or generalised answer is given, lacking development and organisation. [AO2]

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		<ul style="list-style-type: none"> ■ Limited knowledge of the topic is shown. [AO1] ■ The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> ■ An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] ■ Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] ■ The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
3	9–12	<ul style="list-style-type: none"> ■ An explanation is given, showing some analysis, that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] ■ Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] ■ The overall judgement is given with some justification, but some criteria selected for the required judgment are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
4	13–16	<ul style="list-style-type: none"> ■ An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] ■ Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] ■ Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>

Example indicative content:

Question	Mark Scheme
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6 (c) (i)

'The main reason for progress in the civil rights movement in the 1950s was the role of Martin Luther King.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Martin Luther King
- events at Little Rock High School, 1957.

You must also use information of your own.

Targets:

AO1 (7 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks): Explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the statement may include:

- King's leadership was very important in the Montgomery Bus Boycott, which challenged segregation in public transport and led to a Supreme Court ruling banning such segregation. He had the ability to inspire those who worked with him.
- His idea of using non-violent tactics was similar to the ideas of Gandhi in India, and soon there were many civil rights activists keen to follow King's methods in the quest for equality.
- Following the boycott, King was instrumental in setting up the Southern Christian Leadership Conference and became its president in 1957. This organisation played an important role in campaigning for civil rights.

Relevant points to counter the statement may include:

- Little Rock High School involved the president demonstrating that civil rights was an issue that could no longer be ignored. It demonstrated that states could be overruled by the federal government when necessary.
- The events at Little Rock got massive publicity as they were shown on television and in newspapers across the world.
- Many US citizens saw, for the first time, the racial hatred that existed in the southern states.
- The Brown v Topeka case highlighted the importance of challenging discrimination and segregation through the Supreme Court.
- It was the first successful challenge to segregation in education, with the Supreme Court ruling against the idea of 'separate but equal'.
- The Montgomery Bus Boycott itself was important because it showed that unity and solidarity could win and offered hope to those who were fighting for civil rights.

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The level descriptions and the indicative content together show that strong performance in these questions requires:

- coverage of content range (at least three content areas)
- coverage of arguments for and against the statement
- clear reasons (criteria) for an overall judgement, backed by convincing argument.

In the case of this example, a strong answer would provide arguments both for and against the statement and draw on at least three content areas (for example the Brown v Topeka Case, events at Little Rock and King's leadership of the Montgomery Bus Boycott) to support the arguments. The overall judgement would depend on the importance attached in the argument to the criteria advanced – for example, more importance might be attached to Brown v Topeka because it was the first successful challenge to segregation in education and of nationwide importance, or an answer might regard the success of Martin Luther King's leadership as more important in actually ending bus segregation in Montgomery and attracting huge support for a further civil rights movement using peaceful protest.

This overall judgement would then need to be explained and justified, for example by arguing that there were relatively limited changes in education as a result of Brown v Topeka and even after the events at Little Rock. A judgement for or against the statement is equally acceptable – the key is that answers must explore support for the statement and a counterargument to reach and explain a judgement. There are different ways of achieving good marks, for example answers dealing with fewer points but backed up with detailed knowledge; or answers dealing with more points but with less detailed knowledge. Three content areas are the minimum required, but it is also possible to achieve full marks with three if these are explored in depth.

Assessment overview Paper 2

Total marks	Assessment Objective	Question description	Example question stem
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Section A Historical Investigation				
(a)	6	AO1	Description of features	Describe TWO features of EITHER OR ...
(b)	8	AO3	Cross-referencing of two sources	How far does source A support the evidence of source B about...
(c)	16	AO3/AO4	Judgement relating to an interpretation	Extract C suggests How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.
Section B Breadth Study in Change				
(a)	6	AO1/AO2	Comparison of similarity/ difference	Explain TWO ways in which xxx was similar / different ...
(b)	8	AO1/ AO2	Explanation of causes	Explain TWO causes of...
(c)	16	AO1/AO2	Judgement relating to one of the following: Change/ causes of change/ significance	How far did/was... How significant was in changing.... + two stimulus points

(See also the guidance on Generic Level Descriptions and indicative content that applies to both Paper 1 and Paper 2.)

Section A

Question (a) targets AO1 only. It requires students to describe two key features of the alternative they have chosen. It is worded as:

Describe **two** features of EITHER ... OR

(6)

The total for the question is 6 marks.

A three-level mark scheme is used for question (a). The progression in student performance from one level to the next is defined according to the quality of knowledge and understanding of features of a period. A feature can be any relevant aspect of the topic.

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The indicative content defines a variety, for example: preparations and causalities (A1), support and electrification (A2), the banking crisis and fireside chats (A3).

The mark scheme applies a ceiling of 3 marks for responses dealing only with one feature. Note that students gain no credit for offering three or more features; only two are required.

Question (a)

Targets: AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple comment is offered about feature(s) with limited or no supporting information.
2	3–4	Features of the period are identified and information about them is added. Maximum 3 marks for an answer dealing with only one feature.
3	5–6	Features of the period are explained, showing good knowledge and understanding of the period studied.

Example indicative content:

Section A: Historical Investigation

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A1: The origins and course of the First World War, 1905-18

Question	Mark Scheme
A1(a)	<p>Describe two features of EITHER the first Moroccan Crisis (1905-6) OR the Battle of the Somme (1916).</p> <p>Target: AO1: (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>For example, for the first Moroccan Crisis (1905-6):</p> <ul style="list-style-type: none">■ This was Kaiser Wilhelm's attempt to test the Anglo-French Entente. He visited Tangiers in 1905 and made a provocative speech and spoke in favour of Moroccan independence.■ There was tension between Germany and France because Morocco was seen as a French area of influence. The Kaiser's visit seemed to suggest that Germany was trying to force its way into Morocco.■ For example, for the Battle of the Somme (1916):■ The preparations for the offensive were poor. The offensive was preceded by a week-long bombardment with 1500 guns shelling the German lines continuously, which did not destroy the barbed wire. When the shelling ended, the Germans quickly took up their machine gun posts.■ There were heavy casualties. It was the worst slaughter ever suffered by the British army with nearly 20,000 killed and 40,000 wounded on the first day.

Question (b) targets AO3 only. It requires students to cross-refer two textual sources and reach a judgement on the extent to which Source A supports Source B. It is worded as:

How far does Source A support the evidence of Source B about ...	(8)
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The generic mark scheme has three levels. Progression is shown in the quality of comparison and selection from the sources to support the comparisons. Students who identify only agreement or difference are limited to 4 marks. The sources have aspects of similarity and of difference or of direct disagreement. It is expected that close cross-referencing will identify these. The sample assessment materials indicate that in some options, the amount of material on agreement and difference may be balanced; in others, two sources may have more agreement (e.g. 3); and in others, difference (e.g. 4). However, there are always aspects of similarity and difference that can be identified and students should expect to find this. The highest level requires evaluation of the extent of support. The indicative content of the mark schemes is organised into points of agreement, points of difference and points about the extent of support. It is not expected that students organise their answers in this way, but each of these elements should be present in the answer.

Students are not required to evaluate the utility or reliability of the sources.

Section A: Question (b)

Target: AO3 (8 marks): Use a range of source material to comprehend, interpret and cross-refer sources.

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Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Answer makes simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3–5	<ul style="list-style-type: none"> Answer offers valid comment that identifies agreement and/or difference, using the sources. Comprehension and some analysis of the sources are shown by the selection and use of material to support a comparison. <p>Both agreement and disagreement must be identified for 5 marks.</p>
3	6–8	<ul style="list-style-type: none"> Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.

Example question and indicative content:

Study Sources A and B, then answer the question that follows.

Source A: From A Company of Tanks, published in 1920 by a British tank commander. He is describing the use of tanks during the Battle of Amiens, August 1918.

We had repeated the success of Cambrai. This is because we had broken through the German trenches and taken a great number of German prisoners. The thick mist at dawn had protected the tanks, but it had not been dense enough to seriously handicap the drivers. The advance, spearheaded by the tanks, had been rapid, and only in one or two villages had the enemy shown any strong defence.

Source B: From an account by a British commander, published in 1947. He served on the Western Front in 1918.

Tanks only really affected the morale of the British soldiers. From what I saw, it was clear that the troops were pleased to see them. Tanks were of some use for crushing enemy machine gun posts and artillery. They were less effective in moving across enemy territory where there were huge craters and damaged trenches.

Question	Mark Scheme
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A1(b)	<p>How far does Source A support the evidence of Source B about the use of tanks on the Western Front in 1918?</p> <p>Explain your answer.</p> <p>Target: AO3: (8 marks): Use a range of source material to comprehend, interpret and cross-refer sources.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> ■ Sources A and B agree that tanks had some successes. Source A explains the success of the tanks in breaking through at Cambrai, and Source B suggests they were effective in breaking through enemy machine gun posts. ■ Sources A and B also agree about the success of the tanks with Source A mentioning their success in taking a great number of German prisoners and Source B their success in increasing the morale of the British troops. <p>Points of difference may include:</p> <ul style="list-style-type: none"> ■ Source A suggests that the tanks were a total success, breaking through the German trenches, but Source B suggests they were less effective in moving across enemy territory. ■ Source A suggests that the tanks made rapid progress during offensives, but Source B says that they were not effective due to enemy craters and damaged trenches. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> ■ There are some similarities between Sources A and B, with both mentioning some of the successes of the use of tanks. ■ The sources strongly disagree about the effectiveness of tanks in breaking through the enemy lines.

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Question (c) is based on the two contemporary sources already used for question (b) and an additional secondary extract containing a view. All three pieces of material relate to the same issue. The extracts are interpretations of an aspect of the period and may be taken from textbooks or from the writings of historians, suitably eased for accessibility.

The question is worded as:

Extract C suggests.... How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.

Question (c) is marked for AO3 and AO4 using a four-level mark scheme. Progression is traced in four strands:

- explanation of evaluation
- the analysis of and selection from the provided material (the sources and the extract)
- the deployment of knowledge of the historical context to support the evaluation
- the quality of the judgement based on reasoning.

It can be seen that the generic level descriptors for the 16-mark judgement questions have much in common with the four-level mark schemes used in Papers 1 and 2 for AO1 and AO2 – in particular the progression in the ability to make and support judgements. In this linear specification, whatever order the papers are taught in, the experience of the students in one aspect can support their progression in the next when the fundamental principles of progression are consistent.

In Papers 1 and 2, the indicative content for the AO1 and AO2 16-mark judgement questions is grouped into points that support and points that counter the statement to be tested; in question (c) of Paper 2 Section A (AO3 and AO4), the indicative content is organised to suggest relevant points from the provided material and from own knowledge that first support the view to be evaluated and then those that counter it. In coming to an overall judgement, high-level responses will engage with support for and against the view to be tested and must make use of provided material and knowledge of the context. For example, this can be seen in the indicative content for option A5(c).

The points picked out in blue in the example indicative content below are examples of relevant knowledge of context that could be deployed to support or counter the view. This knowledge can add to the range of points considered (i.e. introduce a new valid point not in the provided materials) or it can expand on a point already in a source or the extract.

However, students should not be tempted to treat this question as an essay similar to Paper 1

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(c) and write a response without reference to the provided material. The question targets AO3 and AO4. Students are required to see the potential of the sources and the extract to support argument and counterargument. Use must be made of the provided materials (the sources and the extract) to achieve marks in the highest levels.

Section A: Question (c)

Targets: **AO3 (10 marks):** Use a range of source material to comprehend, interpret and cross-refer sources.
 AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Answer offers simple valid comment to agree with or counter the interpretation.</p> <p>Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</p> <p>Generalised contextual knowledge is included and linked to the evaluation.</p> <p>The overall judgement is missing or asserted.</p>
2	5–8	<p>Answer offers valid comment to agree with or counter the interpretation.</p> <p>Some analysis is shown in selecting and including details from the provided materials to support this comment.</p> <p>Some relevant contextual knowledge is included and linked to the evaluation.</p> <p>An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</p>
3	9–12	<p>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</p> <p>Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</p> <p>Relevant contextual knowledge is used directly to support the evaluation.</p> <p>An overall judgement is given with some justification and a line of reasoning is generally sustained.</p>

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4	13–16	<p>Answer provides an explained evaluation reviewing alternative views in coming to a substantiated judgement.</p> <p>Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.</p> <p>Relevant contextual knowledge is precisely selected and used directly to support the evaluation.</p> <p>An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</p>
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For example, option 5:

Source A: From a brochure published in East Germany in 1962, with the title What Should You Know about the Wall? It is writing about Berlin before the building of the Wall.

We no longer wanted to stand by and do nothing while our doctors, engineers, and skilled workers left us. They were attracted by unfair methods in the West to give up their secure existence in East Germany and work in West Germany or West Berlin. Each year the loss of these workers cost East Germany 3.5 billion marks. Before the building of the Wall in 1961, West Berlin was also a centre for the recruitment of spies.

Source B: From a radio broadcast by President Kennedy to the people of the USA, 25 July 1961.

West Berlin, surrounded by Soviet troops, has many roles. It is a showcase of liberty and an island of freedom in a Communist sea. It is also a link with the Free World, a beacon of hope behind the Iron Curtain, a place of escape for refugees. The world is not deceived by the Communist attempt to label West Berlin as a hot-bed of spies and war. There is peace in West Berlin today.

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Source C: From a modern world history, published in 1999.

Berlin was a huge embarrassment to the Soviet Union. American aid helped transform West Berlin into an example of successful capitalism, where people enjoyed the benefits of post-war economic recovery and were able to buy luxury goods. In contrast, people in East Berlin worked long hours and experienced food shortages. However, the main reason for the building of the Wall was the defection of so many East Berliners to West Berlin.

Over two million did so up to 1961. In 1961, when the Soviet Union repeated its demand

Question	Mark Scheme
A5(c)	<p>Extract C suggests that the main reason for the building of the Berlin Wall (1961) was to stop the loss of East Germans to the West.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks): Use a range of source material to comprehend, interpret and cross-refer sources AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.</p>
Marking Instructions <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none">■ Source A suggests that the main reason was the loss of refugees as this included doctors, engineers and skilled worker. This was costing East Germany 3.5 thousand million marks a year.■ Source B also stresses the attraction of the West as it was a symbol of freedom and liberty.■ Extract C suggest that over two million East Germans had moved to the West by 1961 and that this was very embarrassing to Khrushchev and the Soviet Government.	

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- East Germans fled to the West because they were dissatisfied with economic and political conditions at home. It was easy to escape as there was no barbed wire, minefields and watch towers between the different parts of the city.

Relevant points to counter the view may include:

- Source A also suggests that the Soviet Union saw West Berlin as a centre for spying. By 1961 West Berlin contained the biggest number of spying agencies ever assembled in one place.
- Extract C suggests that the Wall was built because Kennedy refused to leave West Berlin voluntarily. At the Vienna summit of June 1961, Khrushchev again demanded that western forces leave West Berlin. Kennedy refused.
- Khrushchev saw West Berlin and West Germany as increasingly threatening to the East militarily. In 1955, Germany had joined NATO and in 1957 it had joined the European Economic Community.
- Extract C also stresses that Khrushchev and the Soviet Union saw Berlin as a huge embarrassment to communism because of the contrast between the standards of living in East and West Berlin.

Section B

Question (a)

The question targets AO1 and AO2. It is worded as:

Explain TWO ways was similar/different

(6)

Only a short answer is required, with clear identification of two aspects of similarity/difference and a brief explanation of each similarity/difference with supporting information.

Only two are required and credit will not be gained for a third example. A three-level mark scheme is used for question (a). The progression in student performance from one level to the next is defined according to the quality of comparison to establish a similarity/difference and the knowledge and understanding deployed in support. For example, moving from a valid comment about difference 'operations were safer in 1905' to supported explanation 'because they were carried out in clean conditions and surgeons used sterilised gowns and instruments' to explicit comparison 'whereas in 1848, before Lister's work, the cause of infection was not understood and surgeons wore everyday clothes'.

In dealing with similarity, students could begin to construct a glossary of relevant vocabulary such as: still, continued, remained, both, also; in dealing with difference, comparative terms are

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many: more, better, larger, etc., but the key to explicit comparison will include vocabulary such as: whereas, however, compared to, by..., but in... etc.

Examples are given in the indicative content of the mark scheme. The mark scheme also makes clear that other examples must be credited.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">■ Simple comment is offered about similarity(ies)/ difference(s). [AO2]■ Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">■ Similarities / differences are explained. [AO2]■ Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 3 marks for an answer dealing with only one similarity/ difference.</p>
3	5–6	<ul style="list-style-type: none">■ Similarities / differences are explained, making explicit comparisons. [AO2]■ Specific information about both periods is added to support the comparison. [AO1]

For example:

B2: Changes in medicine, c1848–c1948

Question	Mark Scheme
B2 (a)	<p>Explain two ways in which surgery in 1848 was different from surgery in 1905.</p> <p>Targets:</p> <p>AO1 (2 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>

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Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 3 marks for an answer dealing with only one similarity/difference.

Indicative content

Relevant points may include:

- Difference in the control of pain. In 1848, anaesthetics were not widely used, and most operations were carried out quickly because there was no relief for pain. By 1905, reliable anaesthetics were widely used, and surgeons were able to take their time over operations.
- Difference in the prevention of infection. In 1848, surgeons did not take any precautions to protect open wounds from infection. By the end of the 19th century, Lister's antiseptic methods were widely used in surgery and surgical instruments were sterilised.

Question (b)

Explaining two causes

The question is phrased as:

Explain **TWO** causes of...

(8)

The question targets AO1 and AO2 equally. It requires analysis of causation and use of knowledge to support that analysis. The sample assessment materials have questions asking for: the causes of a war (1,6), improvements in a theme (2,3,8), a movement/campaign (4), the beginning of an organisation (5), government action/legislation (5, 8), a crisis (6), failure of an initiative (7). Other examples are possible. The key to explaining causation is for students to show how they led to the outcome. Two causes are required and the maximum mark for explanation of only one is 4 marks. There is no requirement to link the two causes with one another.

The generic mark scheme for question (b) is the same as that for Paper 1(b) (see above) with the exception that students in Paper 2 are expected to analyse causation, not consequence.

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Section B: Question (b)

Targets: AO1 (4 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">■ Simple comment is offered about cause(s). [AO2]■ Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	<ul style="list-style-type: none">■ Features of the period are analysed to explain causes. [AO2]■ Specific information about the topic is added to support the explanation. [AO1]
3	6–8	<ul style="list-style-type: none">■ Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2]■ Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Example indicative content

Question	Mark Scheme
B1(b)	<p>Explain two causes of the Mexican War (1846–48).</p> <p>Targets: AO1 (4 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

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Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one cause.

Indicative content

Relevant points may include:

- In 1836, Texas achieved independence from Mexico and agitated for annexation to the USA. In 1845 Texas was admitted to the Union as a single state and this increased rivalry with Mexico.
- The US annexation of Texas angered Mexico, which still claimed sovereignty over the state. Relations deteriorated further due to disputed boundaries between the states.
- The US government was unhappy with Mexico because the Mexican government failed to pay some \$2million in debts owed to American citizens largely for damage to property destroyed in periods of disorder in Mexico.

The language in the indicative content shows a causal link to conflict: 'increased rivalry'; 'unhappy because' 'angered', etc. Students may find it helpful to analyse the indicative content for options other than their own to begin to build up vocabulary to link events with outcomes relating to conflict, improvement, etc.

Question c

This 16-mark question targets AO1 and AO2 and requires a judgement relating to one of the following: change/ causes of change/significance.

It is worded as: 'How far did/was... How significant was in changing....

+ two stimulus points'

Students have a choice of question c(i) or c(ii). All questions require a judgement. The mark scheme and the qualities of good answers are the same as for Paper 1(c) (see above). In making their choice, students should be clear about the content knowledge required and about the second-order concept they must focus on in their answer.

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The table below gives example from the SAMs.

Question	Wording stems	Second-order concept
B1 (c) (i) B2 (c) (i) B3 (c) (i) B4 (c) (i) B4 (c) (ii) B5 (c) (i) B5 (c) (ii) B6 (c) (i) B8 (c) (ii)	How far did xxx change	Change and continuity
B1 (c) (ii) B8 (c) (i)	How significant was xxx in (the) changing xxxx	Significance (in a process of change)
B2 (c) (ii)	How far were xxx responsible for changes	Causation (of change)
B3 (c) (ii)	How far was xxx the key turning point in xxx	Significance (in a process of change)
B6 (c) (ii)	How far did xxx change xxx	Significance (in a process of change)

Mark schemes

The generic mark scheme replicates that for question (c) in Paper 1. The reference to 'wide-ranging knowledge and understanding' in Paper 1 relates to depth of treatment; in Paper 2, it relates to coverage of the range required by the question.

Example indicative content:

Question	Mark Scheme
B1 (c) (ii)	<p>How significant was the Dred Scott case (1857) in the changing relations between the Northern and Southern States of the USA in the years 1820-61?</p> <ul style="list-style-type: none">■ Missouri Compromise■ Dred Scott case <p>You must also use information of your own.</p>

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Targets:

AO1 (7 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking Instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which suggest that there was change may include:

- The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War.
- Anti-slavery leaders in the North cited the controversial Supreme Court decision as evidence that Southerners wanted to extend slavery throughout the nation and ultimately rule the nation itself.
- Southerners approved the Dred Scott decision believing Congress had no right to prohibit slavery in the territories.
- The ruling served to turn back the clock concerning the rights of African-Americans, ignoring the fact that black men in five of the original States had been full voting citizens dating back to the Constitution of the United States, 1791.

Relevant points which suggest that change was limited may include:

- The Missouri Compromise worsened relations between the North and South. It was criticised by many Southerners because it established the principle that Congress could make laws regarding slavery.
- Northerners, on the other hand, condemned the Compromise for accepting the expansion of slavery. Missouri was admitted as a slave state. Nevertheless, the Act helped hold the Union together for more than 30 years.
- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing binding agreement. In the pro-slavery South, it was strongly supported.
- After the Kansas-Nebraska Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted, with the anti-slavery forces led by John Brown and the territory earned the nickname "bleeding Kansas" due to the deaths that followed.

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In common with the other examples in the sample assessment materials, in order to deal with 'how far...' the material is grouped into points that suggest significance / great change, etc. and points that suggest little significance/ little change, etc.

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Planning

We have provided a course planner and an editable scheme of work to support you in delivering this qualification.

This 2-year course planner is an example of one possible model to teach each of the units within the International GCSE History (modular) qualification. It follows the specification in topic order.

The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 3 terms.

This is only a suggested course planner with suggested timings, and it does not need to be followed.

Year	Term	Unit	Notes	GLH*
1	1	1	Specified historical content Depth study 1: topics 1 and 2. Introduction to the key assessment features: <ul style="list-style-type: none">• analysing an extract for impression;• analysing consequence;• extended essays;• making a judgement	13
1	1	1	Specified historical content Depth study 1: topics 3, 4	13
1	2	1	Specified historical content Depth study 1: topic 5 and Depth study 2: topic 1	12
1	2	1	Specified historical content Depth study 2: topics 3 and 4	12

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1	3	1	Specified historical content Depth study 1: topic 5; Exam practice paper 1	12
1	3	1	Revision and External assessment opportunity for Unit 1	
2	1	2	Specified historical content Investigation: topics 1, 2 and 3	
2	1	2	Specified historical content Investigation: topics 4, and 5 Extended writing practice: <ul style="list-style-type: none"> making judgements on an issue combing sources, the extract and own knowledge 	12
2	1	2	Specified historical content Investigation: topic 6 Specified historical content Breadth study: topics 1 and 2	12
2	2	2	Specified historical content Breadth study: topics 3,4 and 5	12
2	2	2	Tracing the five themes through the chronology of the five topics. Extended writing practice: thematic questions	12
2	3	2	Revision and assessment opportunity Unit 2	

*GLH = Guided Learning Hours

Guided Learning Hours for development of the historical skills and understandings required for Paper 1 can be allocated and integrated as appropriate into the teaching of the specified historical content during terms 1, 2 and 3: analysing an extract for impression; analysing consequence; writing extended essays, making and supporting judgements.

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GLH for development of the historical skills and understanding required for Paper 2 section A and Paper 2 section B can be allocated and integrated as appropriate into the teaching of the specified historical content during term 3 of year 1 and terms 1 and 2 of year 2.

Notes

There is no requirement to sit the papers in order of Unit 1 followed by Unit 2, you can move content around to best suit your learners according to the time dedicated to each paper, and your local conditions.

This course planner suggests using the assessment windows at specific points as an example only. You are able to take advantage of all assessment windows to give you maximum flexibility when designing your course.

We also have a dedicated scheme of work for this qualification [here](#).



Delivery of the qualification – transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and / or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in learners.



A full subject interpretation of each skill, with mapping to show opportunities for learner development is given on the subject pages of our website: qualifications.pearson.com

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