# Mark Scheme (Results)

# Summer 2015

Pearson Edexcel Level 1/Level 2 Certificate in History (KHI0/01)

Pearson Edexcel International GCSE in History (4HI0/01)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The end of the Frankfurt Assembly (1849), the Prussian Budget Crisis (1862), the Treaty of Prague (1866), Leopold of Hohenzollern becomes a candidate for the throne of Spain (1869), the siege of Paris (1871)*<br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3 marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This ended the war between Austria and Prussia...*<br><br>*eg This ended attempts at German unification...* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg Bismarck ensured that the Treaty of Prague was lenient towards Austria so that she would not want revenge. Austria remained neutral during subsequent Franco-Prussian War....*<br><br>*eg The end of the Frankfurt Assembly ended liberal attempts at bringing about a united Germany after Frederick William IV rejected the offer of German emperor...* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Because of the Budget Crisis.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg One reason was because King William of Prussia was involved in a Budget crisis over the army and needed Bismarck to deal with this constitutional problem….*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| **Level 3** | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Further explanation of the Budget Crisis. This could be linked with Bismarck's earlier career and political views.*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

**(10)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg The Prussian army was stronger.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of causation**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg Explains the strengths of the Prussian army especially organisation and discipline..* | **(3-5)** |
| **Level 3** | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2. More details of the strengths of the Prussian army especially organisation, discipline, use of railway system for quick mobilisation and transport and the effectiveness of the needle gun....* | **(6-7)** |
| **Level 4** | **Developed explanation and analysis of more than one factor using the source and own knowledge**<br><br>At this level the explanation should show how the causes led to the outcome.<br>8 marks for explanation of two causes linked to the stated outcome.<br>9-10 marks for answers which show how the causes combined to produce the outcome. | **(8-10)** |

| | *eg Could link Prussian strengths to French weaknesses with ineffective leadership, slow mobilisation and lack of allies….* | |

**Total for Question 1 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *Cavour becomes prime minister of Piedmont (1852), Piedmont enters the Crimean War (1855), the Pact of Plombières (1858), Garibaldi's first attempt to capture Rome (1862), Venetia becomes part of Italy (1866).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3 marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This improved relations with Britain and France…*<br><br>*eg Cavour began to modernise Piedmont….* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg The involvement of Piedmont impressed Britain and France and increased their support for Italian unification…*<br><br>*eg Cavour began to modernise Piedmont including economic reform with a series of trade treaties and reform of the church…* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg It was because of help from Prussia.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported  explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg  One reason was Italy allied with Bismarck in war against Austria in 1866….....*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks  for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| **Level 3** | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As Level 2. Link support of Bismarck in 1866 with Prussian defeat of France in 1870. Explanation of the events of 1870 and occupation of Rome…..*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

**(10)**

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | 0 |
| Level 1 | **Simple explanation of one factor using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg Cavour made an alliance with Napoleon III.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported explanation of one factor**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg More details of Cavour's alliance with Napoleon III – the Pact of Plombières..* | **(3-5)** |
| Level 3 | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2. Additionally Cavour and the Franco-Piedmontese War with Austria – Cavour provokes Austria into war and isolates Austria…* | **(6-7)** |

| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge**<br><br>At this level the explanation should show how the causes led to the outcome.<br><br>8 marks for explanation of two causes linked to the stated outcome.<br>9-10 marks for answers which show how the causes combined to produce the outcome.<br><br>*eg Links Franco-Piedmontese alliance with provoking Austria into war. Could explain Cavour's policies v Garibaldi especially sending the Piemontese army to the Papal States and the subsequent handing over of Garibaldi's conquests…* | **(8-10)** |

**Total for Question 2 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The assassination of Alexander II (1881), the Battle of Tsushima(May 1905), the formation of the Octobrists (October 1905), Stolypin appointed prime minister (1906), the second duma (1907).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3  marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Stolypin brought in land reform.*<br><br>*eg It only lasted a few months.* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg Stolypin introduced land reform which encouraged peasant ownership of land to try to win their support..*<br><br>*eg The second duma was short-lived because the Socialist  Revolutionaries and Social Democrats opposed Stolypin's land reforms and he dissolved it…* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Because of the Russian defeat against Japan.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg One reason was the defeat of Russia in the Russo-Japanese War which showed the weakness of the Tsar's government....*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| Level 3 | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Shows how defeat in war against Japan led to Bloody Sunday. Explains why events at Bloody Sunday increased discontent in Russia...*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

(10)

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of one factor using the source or own knowledge** <br><br> The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. <br><br> *eg Alexander III extended the powers of the police.* <br><br> 1 mark for one simple explanation. <br> 2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of one factor** <br><br> The student supports the explanation selecting relevant information. <br> 3-4 marks for a supported explanation using the source **or** own knowledge. <br> 4-5 marks for a supported explanation using the source **and** own knowledge. <br><br> Award marks according to the quality of the explanation. <br><br> *eg More details of policies of repression including the measures of 1881 and 1885 to extend the powers of the police and the new censorship laws of 1882...* | **(3-5)** |
| **Level 3** | **Developed explanation of one factor supported by precisely selected knowledge** <br><br> At this level the explanation should show how the cause led to the outcome. <br><br> 6 marks for one explained factor using own knowledge only. <br> 7 marks for one explained factor using the source **and** own knowledge. <br><br> *eg As level 2. Explains how policy of repression extended to non-Russians with policy of Russification with details of this....* | **(6-7)** |

| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge** | **(8-10)** |
|---|---|---|
| | At this level the explanation should show how the causes led to the outcome. | |
| | 8 marks for explanation of two causes linked to the stated outcome.<br>9-10 marks for answers which show how the causes combined to produce the outcome. | |
| | *eg Could link increased powers of the police and censorship to repressive policies limiting peasant freedom and the freedom of the zemstvos....* | |

**Total for Question 3 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The March on Rome (1922), the murder of Matteotti (1924) , the introduction of rule by decree by Mussolini (1926), Italian entry into the Second World War (1940), the beginning of the German occupation of Italy (1943).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3  marks** | **Maximum 3 marks** |

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

**(4)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg. This made Mussolini even more unpopular…*<br><br>*eg. This led to Mussolini becoming prime minister….* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg. German troops rescued Mussolini and moved him to the German occupied Salo Republic in the north. Mussolini seemed more than ever a puppet of Germany and was even more unpopular…*<br><br>*eg The March on Rome led Victor Emmanuel, influenced by Fascist-minded members of the royal family, and the fear that he might be deposed if he resisted, to invite Mussolini to be prime minister ….* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|-------|------------|------|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg because of discontent with the Treaty of Versailles.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported  explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg Many Italians disappointed with Italian gains in the Treaty of Versailles, especially the failure to gain Dalmatia…*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| **Level 3** | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Could link disappointment with Treaty of Versailles with occupation of Fiume by D'Annunzio, which increased discontent, and the weaknesses of the Italian government….*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

(10)

| Level | Descriptor | Mark |
|-------|-----------|------|
| 0 | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg One effect was a Fascist dictatorship.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of consequence**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br>Award marks according to the quality of the explanation.<br><br>*eg as Level 1 with more details of removal of opposition including the murder of Matteotti…* | **(3-5)** |
| **Level 3** | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>eg *As level 2, explains the setting up of a Fascist dictatorship including the removal of opposition, banning of other parties and the Acerbo Law…* | **(6-7)** |
| **Level 4** | **Developed explanation and analysis of more than one factor using the source and own knowledge**<br><br>At this level the explanation should show how the consequences led to the outcome<br><br>8 marks for explanation of two consequences linked to the stated outcome.<br>9-10 marks for answers which show how the consequences combined to produce the outcome.<br><br>eg *As level 3. Also explains Fascist achievements* | **(8-10)** |

| | *including Battles of Wheat and Lira and links these achievements to the Lateran Treaty….* | |
|---|---|---|

**Total for Question 4 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The setting up of the National Socialist German Worke Party (1920), the French occupation of the Ruhr (1923 Germany allowed to join the League of Nations (1926) the death of Hindenburg (1934), the introduction of th Final Solution (1942).*<br><br>2 in correct sequence **1 mark**<br>3 in correct sequence **2 marks**<br>4/5 in correct sequence **3  marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Hitler became Fuehrer.*<br><br>*eg Passive resistance in the area…* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg This removed the final obstacle to Hitler becoming dictator. Hitler combined posts of Chancellor and President….*<br><br>*eg Workers in the Ruhr opposed the occupation and organised passive resistance which led to clashes with the French troops…* | **(3-4)** |

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

| Level | Descriptor | Mark |
|-------|-----------|------|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Because Hitler saw the young as the future of the Nazi state.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg Hitler was determined to control the education of the young to ensure that they supported Nazi ideas as they would ensure the continuation of the Nazi state. Explanation of Nazi control of education….*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| Level 3 | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2.Could link control of education to setting up of Hitler Youth to further control the young and ensure they supported Nazi ideas and further change the young in Germany ….*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of consequence using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg It led to an increase in unemployment.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported explanation of consequence**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br>Award marks according to the quality of the explanation.<br><br>*eg As Level 1. Details of increase in unemployment in the years 1929-32 …* | **(3-5)** |
| Level 3 | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2, explains the effects of the Depression on the lives of the unemployed who became increasingly disillusioned….* | **(6-7)** |

| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge** | **(8-10)** |
|---|---|---|
| | At this level the explanation should show how the consequences led to the outcome. | |
| | 8 marks for explanation of two consequences linked to the stated outcome. 9-10 marks for answers which show how the consequences combined to produce the outcome. | |
| | *eg Could link the plight of the unemployed with the increasing unpopularity of the Weimar Republic and the growing support for the Nazis and Communists....* | |

**Total for Question 5 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The Treaty of St Germain (1919), the Locarno Treaties (1925), the Kellogg-Briand Pact (1928), the Hoare-Laval Pact (1935), the Pact of Steel (1939).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3 marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This led to improved relations.*<br><br>*eg This condemned war.* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg The Locarno Treaties led to improved relations between Germany and her neighbours…*<br><br>*eg This increased international co-operation as it condemned war as an instrument of diplomacy…* | **(3-4)** |

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

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Because they had different aims.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported  explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg Clemenceau wanted to punish Germany. Wilson wanted the Treaty based on the Fourteen Points. Lloyd George wanted to make Germany pay…….*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| Level 3 | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Shows why extreme views of Clemenceau led to clashes with both Lloyd George and Wilson. Could explain different experiences of the three countries during First World War and link these to disagreements….*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

(10)

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | 0 |
| Level 1 | **Simple explanation of causation using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg Britain and France gave in to Hitler's demands.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | (1-2) |
| Level 2 | **Supported explanation of causation**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg More details of Britain and France giving way to Hitler over the Anschluss …* | (3-5) |
| Level 3 | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2. Shows how giving way to Hitler over the Anschluss encouraged Hitler to expand even further in the Sudetenland …..* | (6-7) |
| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge**<br><br>At this level the explanation should show how the causes led to the outcome.<br><br>8 marks for explanation of two causes linked to the stated outcome.<br>9-10 marks for answers which show how the causes combined to produce the outcome. | (8-10) |

| | *eg As with Level 3. Links in failure to stop Hitler with the Anschluss (1938) and the Sudetenland in the same year ….* | |

**Total for Question 6 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *Trotsky expelled from the Soviet Union (1929), the beginning of the Stakhanovite Movement (1935), the beginning of the third Five-Year Plan (1938), the German invasion of the Soviet Union (1941), the beginning of the Battle of Stalingrad (1942).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3  marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This brought great hardship to the people in the Soviet Union..*<br><br>*eg Stalingrad finally ended the German advance..* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg By the end of October the Soviet Union had lost Kiev while further north German armies were closing in on Leningrad and Moscow...*<br><br>*eg The Battle of Stalingrad finally ended the German advance and was a turning point in the war on the Eastern Front as German armies now retreated. ...* | **(3-4)** |

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

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg  Because they led to advances in Soviet industry.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg More details of advances in Soviet industry. Industry developed rapidly with the Soviet Union becoming the second largest industrial power in the world…*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| **Level 3** | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge.  At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Could link growth with changes in location and organisation of Soviet industry and why it transformed Soviet industry…*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

<div align="right">(10)</div>

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of one factor using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg The purges enabled Stalin to get rid of opposition.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported explanation of one factor**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg More details of the purges including the Show Trials and the purges of the armed forces….* | **(3-5)** |
| Level 3 | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2. Explains how purges and the Show Trials enabled Stalin to achieve control….* | **(6-7)** |
| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge**<br><br>At this level the explanation should show how the causes led to the outcome.<br><br>8 marks for explanation of two causes linked to the stated outcome.<br>9-10 marks for answers which show how the causes combined to produce the outcome. | **(8-10)** |

| | *eg As Level 3.Could link the purges to the use of other methods including the cult of personality and socialist realism and how these enabled Stalin to achieve control....* | |

**Total for Question 7 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The USA tests its first atomic bomb (1945), the setting up of Comecon (1949) , the setting up of the Warsaw Pact (1955), the U2 incident (1960), the building of the Berlin Wall (1961).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3  marks** | **Maximum 3 marks** |

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

                                                                         **(4)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This caused a crisis.*<br><br>*eg This was a direct challenge to the Marshall Plan.* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg This worsened relations between the USA and the Soviet Union and led to Khrushchev storming out of Paris Summit….*<br><br>*eg This enabled the Soviet Union to control the economies of communist countries in Eastern Europe…* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | 0 |
| Level 1 | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg Because of the changes introduced by Nagy.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | (1-2) |
| Level 2 | **Supported  explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg More details of the changes introduced by Nagy...*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | (3-5) |
| Level 3 | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2.Links changes brought in by Nagy to threats posed to Soviet control of the satellite states and the Warsaw Pact...*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | (6-8) |

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

**(10)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of causation using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg Stalin saw NATO as threat to the Soviet Union.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of causation**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg More details of setting up of NATO and how Stalin saw this as a direct threat to the Soviet Union and the satellite states…* | **(3-5)** |
| **Level 3** | **Developed explanation of one factor supported by precisely selected knowledge**<br><br>At this level the explanation should show how the cause led to the outcome.<br><br>6 marks for one explained factor using own knowledge only.<br>7 marks for one explained factor using the source **and** own knowledge.<br><br>*eg As level 2. Shows how the setting up of NATO brought about increased rivalry between the Soviet Union and the USA…* | **(6-7)** |

| Level 4 | **Developed explanation and analysis of more than one factor using the source and own knowledge** | **(8-10)** |
| --- | --- | --- |
| | At this level the explanation should show how the causes led to the outcome. 8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome. *eg As Level 3. Links setting up of NATO with establishment of Warsaw Pact and shows why each of these increased rivalry between the two superpowers …* | |

**Total for Question 8 = 25 marks**

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

| Question Number | Answer | Mark |
|---|---|---|
| **(a)** | *The Hollywood Ten (1947), the Freedom Riders (1961), the Equal Pay Act (1963), the Watergate break-in (1972), the Privacy Act (1974).*<br><br>2 in correct sequence<br>**1 mark**<br>3 in correct sequence<br>**2 marks**<br>4/5 in correct sequence<br>**3  marks** | **Maximum 3 marks** |

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

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of consequence**<br><br>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg The Freedom riders were attacked.*<br><br>*eg The Hollywood Ten were found guilty.* | **(1-2)** |
| **Level 2** | **Explanation of consequence**<br><br>The student gives an explanation supported by relevant contextual knowledge.<br><br>*eg Many of the Freedom Riders were attacked showing that segregation in public transport was not working…*<br><br>*eg The unfair treatment of the Hollywood Ten encouraged the growth of opposition to the Red care* | **(3-4)** |

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

**(8)**

| Level | Descriptor | Mark |
|---|---|---|
| 0 | **No rewardable material** | **0** |
| Level 1 | **Simple explanation of causation**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.<br><br>*eg This was because of Black Power.*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| Level 2 | **Supported  explanation of causation**<br><br>The student supports the explanation, selecting relevant contextual knowledge.<br><br>*eg More details of the Black Power movement and how it changed the methods used to campaign….*<br><br>3-4 marks for explanation of one cause.<br>4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation. | **(3-5)** |
| Level 3 | **Developed explanation and analysis of causation**<br><br>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.<br><br>*eg As level 2. Could link Malcolm X to Black Power and show why they changed the methods used to campaign for civil rights …*<br><br>6 marks for one explained factor which shows how the cause led to the outcome.<br>7 marks for two or more explained factors which show how the cause led to the outcome.<br>8 marks for answers which show how causes combined to produce an outcome. | **(6-8)** |

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

**(10)**

| Level | Descriptor | Mark |
|---|---|---|
| **0** | **No rewardable material** | **0** |
| **Level 1** | **Simple explanation of change using the source or own knowledge**<br><br>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.<br><br>*eg The setting up of the National Organisation for Women*<br><br>1 mark for one simple explanation.<br>2 marks for two or more. | **(1-2)** |
| **Level 2** | **Supported explanation of change**<br><br>The student supports the explanation selecting relevant information.<br>3-4 marks for a supported explanation using the source **or** own knowledge.<br>4-5 marks for a supported explanation using the source **and** own knowledge.<br><br>Award marks according to the quality of the explanation.<br><br>*eg More details on the setting up and the work of NOW.....* | **(3-5)** |
| **Level 3** | **Developed explanation of one change supported by precisely selected knowledge**<br><br>6 marks for one explained change using own knowledge only<br>7 marks for one explained change using the source **and** own knowledge<br><br>*eg As level 2. Greater explanation of how setting up and the work of NOW brought change to the women's movement..* | **(6-7)** |

| Level 4 | **Developed explanation and analysis of more than one change using the source and own knowledge**<br><br>8 marks for explanation of two changes<br>9-10 marks for answers which show explicit links/comparisons between the changes.<br><br>*eg Link 'Feminine Mystique' to the setting up of NOW and show how the Women's Liberation Movement brought further change to the women's movement …* | **(8-10)** |

**Total for Question 9 = 25 marks**