Mark Scheme (Results)

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Pearson Edexcel International GCSE
in History (KHI0/4HI0) Paper 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 beginning of the Fankfurt Assembly (1848), Frederick William IV of Prussia refuses to become Emperor of Germany (1859), William I becomes King Prussia (1861), The 'Blood and Iron' speech (1862), Convention of Gastein (1865).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This led to three wars in the years 1862-70.* *eg This increased rivalry between Austria and Prussia.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg The 'Blood and Iron' speech suggested that Bismarck was prepared to use force to achieve German unification and led to three wars with Denmark, Austria and France …* *eg The Convention of Gastein left Prussia to govern Holstein and Austria Schleswig. This made Austria appear expansionist and increased rivalry between Austria and Prussia…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg Because Prussia defeated the French.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg. Napoleon III had been opposed to the unification of Germany. The Prussian victory of 1871 removed the main obstacle to unification…* 3-4 marks for explanation of one cause. 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** 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. *eg As level 2. Further explanation of the opposition of Napoleon III to German unification, the defeat of France and the proclamation of the German Reich at Versailles in January 1871, which could be linked to support of southern German states…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	**(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 change using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg Austria was a barrier to German unification.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of change** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg Explains how a Prussian victory removed Austrian opposition to unification …*	**(3-5)**
Level 3	**Developed explanation of one change supported by precisely selected knowledge** 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. More details of how the defeat of Austria led to Prussian leadership of the movement for German unification…*	**(6-7)**
Level 4	**Developed explanation and analysis of more than one change using the source and own knowledge** 8 marks for explanation of two changes 9-10 marks for answers which show explicit links/comparisons between the changes. *eg As Level 3. Could link the defeat of Austria to the setting up of the North German Confederation…*	**(8-10)**

Total for Question 1 = 25 marks

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

Question Number	Answer	Mark
(a)	The Orsini bomb (1858), The Battle of Magenta (1859), Garibaldi's invasion of Sicily (1860), Garibaldi's invasion of Naples (1860), Victor Emmanuel crowned King of Italy (1861). 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This led to support from local rebels and the defeat of the Neapolitan army.* *eg This led to the overthrow of King Ferdinand.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg When Garibaldi's Thousand landed in Sicily at Marsala, local rebels flocked to support him and these combined forces led to the defeat of King Ferdinand II's army at the Battle of Calatafimi and the capture of Palermo, the capital of Sicily…* *eg This was very successful and led to the overthrow of the unpopular King Ferdinand by Garibaldi and his Redshirts…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg It was because of the alliance with France.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg One reason was because of the alliance between Piedmont and France, which meant that Austria faced combined armies and was defeated at the Battles of Magenta and Solferino …* 3-4 marks for explanation of one cause. 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** 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 eg *As Level 2. Link strength of Franco-Piedmontese alliance and forces to weaknesses of Austrian forces…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	**(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 cause using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg In 1866 Piedmont allied with Prussia against Austria.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of one cause** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg More details of Prusso-Italian alliance and the Italian part in the Austro-Prussian War of 1866…*	**(3-5)**
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Additionally more detail on the part played by Piedmont in the Austro-Prussian War and the acquisition of Venetia despite defeats…*	**(6-7)**

| Level 4 | **Developed explanation and analysis of more than one cause using the source and own knowledge**
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. Link alliance with Prussia and acquisition of Venetia in 1866 to eventual success in 1870 with the French withdrawal of troops from Rome during the Franco-Prussian War… | (8-10) |

Total for Question 2 = 25 marks

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

Question Number	Answer	Mark
(a)	*Alexander III becomes Tsar (1881), Nicholas II becom*[] *Tsar (1894), Lenin becomes leader of the Bolsheviks (1903), the first duma (1906), the Lena Goldfield strik*[] *(1912).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This followed the assassination of his father, Alexander II.* *eg This only lasted a few months.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg The assassination of his father led to a policy of repression under Alexander III to remove all opposition to the government…* *eg This only lasted a few months because it argued constantly with Nicholas who decided to dissolve it. It showed that Nicholas would give little power to dumas…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg Because of the opposition to the Tsar.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg One reason was that he was determined to remove all opposition to the Tsar after the unsuccessful revolution of 1905…* 3-4 marks for explanation of one cause. 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** 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. *eg As Level 2. Could link repression and reform under Stolypin to bringing stability to Russia…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	**(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 cause using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg There was great discontent because of the humiliating defeat by Japan in 1905.* 1 mark for one simple explanation. 2 marks for two or more	(1-2)
Level 2	**Supported explanation of one cause** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg More details of the humiliating defeat by Japan especially the Battle of Tsushima…*	(3-5)
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Explains why war created so much discontent. Russia expected to easily defeat the Japanese but, instead, suffered a humiliating defeat…*	(6-7)

Level 4	Developed explanation and analysis of more than one cause 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. Could link defeat against Japan with the events of Bloody Sunday, which was the immediate cause of the revolution…*	

Total for Question 3 = 25 marks

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

Question Number	Answer	Mark
(a)	*The Versailles Peace Settlement (1919), Giolitti resigns as prime minister (1921), The Acerbo Electoral Law (1923), the start of the Battle for Lira (1926), setting up of the OVRA (1927).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg. This tried to keep up the value of the lira...* *eg This was the secret police set up to remove opposition...*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg This kept up the value of the lira but meant that Italian products were now priced too high for world markets...* *eg The OVRA was successful in removing opposition to the Fascist regime by severely beating up and/or imprisoning any opponents...*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg. Limitations or failures of many of his economic policies.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg As Level 1. More details of limitations and failures of his economic policies especially the Battle of Wheat…* 3-4 marks for explanation of one cause. 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** 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. *eg As Level 2. Could link failures of some of his economic policies to the unpopularity of Italian entry into the Second World War…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg Because of the growing support for the Fascist Party.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg As Level 1 with more details of the growing support for Mussolini and the Fascist Party…*	**(3-5)**
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2, explains that growing support for the Fascists undermined the position of the Italian government…*	**(6-7)**
Level 4	**Developed explanation and analysis of more than one cause using the source and own knowledge** 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.	**(8-10)**

| | 9-10 marks for answers which show how the causes combined to produce the outcome.

eg As Level 3. Could link increasing support for Mussolini and the Fascist Party to the 'March on Rome'… | |

Total for Question 4 = 25 marks

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

Question Number	Answer	Mark
(a)	*The abdication of Kaiser Wilhelm II (1918), Hyperinflation (1923), the Dawes Plan (1924), the Enabling Act (1933), the Night of the Long Knives (1934).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This made Hitler a dictator.* *eg This reduced reparation payments.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg This gave Hitler the power to pass laws without the Reichstag, which meant that he was able to establish a Nazi dictatorship by banning all other political parties…* *eg This reduced the reparation payments that Germany had to make, which ensured that they were manageable for the Weimar governments…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg Because of persecution by the Nazis.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg The position worsened because of the introduction of the Nuremberg Laws which denied Jews German citizenship…* 3-4 marks for explanation of one cause. 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** 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 *eg As Level 2. Could link Nuremberg Laws to Kristallnacht, which further worsened the position of the Jews…* 6 marks for one explained factor which shows how the cause led to the outcome 7 marks for two or more explained factors which show how the cause led to the outcome 8 marks for answers which show how causes combined to produce an outcome	(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg The Spartacists tried to overthrow the Weimar Republic.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg As Level 1. Details of threat to the Weimar Republic by the Spartacists...*	**(3-5)**
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Explains why the Spartacists attempted to overthrow the Weimar Republic ...*	**(6-7)**

Level 4	**Developed explanation and analysis of more than one cause 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. Could link why the Spartacists attempted to overthrow the Weimar Republic to the Kapp Putsch…	

Total for Question 5 = 25 marks

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

Question Number	Answer	Mark
(a)	*The Treaty of Trianon (1920), the Corfu Incident (1923), the setting up of the Lytton Commission (1931), Hitler withdraws from the Disarmament Conference (1933), the Pact of Steel (1939).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This was an alliance between Italy and Germany.* *eg Hungary was unhappy because of harsh terms.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg This alliance between Italy and Germany encouraged Hitler to pursue his demands over Poland …* *eg Hungarians were unhappy because of harsh terms which included loss of land and reduction of armed forces…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg Because of fear of war.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg Both France and Britain remembered the horrors of the First World War and public opinion in Britain was anti-war…* 3-4 marks for explanation of one cause. 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** 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 *eg As Level 2. Could link fear of war with military and economic weakness of Britain and France…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	(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 change using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg 1920s was a period of international cooperation.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of change** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg More details of the international cooperation of the 1920s especially the Locarno Treaties and the Kellogg-Briand Pact...*	(3-5)
Level 3	**Developed explanation of one change supported by precisely selected knowledge** 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Shows how international cooperation changed due to the impact of the world depression...*	(6-7)
Level 4	**Developed explanation and analysis of more than one change using the source and own knowledge** 8 marks for explanation of two changes 9-10 marks for answers which show explicit links/comparisons between the changes. *eg As with Level 3. Links the impact of the world depression with the Japanese invasion of Manchuria and worsening international relations...*	(8-10)

Total for Question 6 = 25 marks

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

Question Number	Answer	Mark
(a)	*The beginning of the First Five-Year Plan (1928), the beginning of the Stakhanovite Movement (1935), the assassination of Trotsky (1940), the beginning of the Battle of Stalingrad (1942), Stalin's death (1953).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg Set targets for production in heavy industry.* *eg Stakhanov became a hero because he mined lots of coal in one shift.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg Led to massive increases in production in heavy industries such as coal, iron and steel and oil, although original targets not met…* *eg Stakhanov set an example for other workers who were urged to work harder and were rewarded with new houses and free holidays…*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg Because Stalin wanted to increase food production.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg More details of why Stalin wanted to increase food production including link to industrialisation and surpluses…* 3-4 marks for explanation of one cause. 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** 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. *eg As Level 2. Could link increased food production to political motive – Stalin determined to control peasants…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	**(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 cause using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg This was because of the 'Old Bolsheviks'.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of one cause** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg More details of the threat from the 'Old Bolsheviks'.*	(3-5)
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Explains why Stalin was able to use the murder of Kirov as a pretext to begin the purges claiming it was part of a plot against him and the Party…*	(6-7)
Level 4	**Developed explanation and analysis of more than one cause using the source and own knowledge** 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.	(8-10)

| | 9-10 marks for answers which show how the causes combined to produce the outcome.

eg As Level 3.Could link the murder of Kirov with Stalin's determination to remove any potential rivals such as the 'Old Bolsheviks'... | |

Total for Question 7 = 25 marks

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

Question Number	Answer	Mark
(a)	*The Potsdam Conference (1945), the setting up of the Federal Republic of Germany (1949), the setting up of the Warsaw Pact (1955), the Hungarian uprising (1956), the Paris Summit Conference (1960).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg This increased East-West rivalry.* *eg This was a rival to NATO.*	**(1-2)**
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg This increased East-West rivalry because Stalin failed to keep his promise about allowing free elections in Eastern Europe...* *eg This was a rival alliance system to NATO. It strengthened the position of the Soviet Union in Eastern Europe by setting up a military alliance of eight nations...*	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg This was because the US discovered that the Soviet Union was building missile bases on Cuba.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg More development on the US discovery of the missile sites and its effects on relations between the superpowers …* 3-4 marks for explanation of one cause. 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** 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. *eg As Level 2. Could link US discovery of Soviet missile sites to the threat they posed to mainland America…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	(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 change using the source or own knowledge** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg Stalin felt threatened by the Truman Doctrine and Marshall Plan.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of change** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation. *eg More details of the Truman Doctrine and the Marshall Plan and how they threatened the Soviet Union…*	**(3-5)**
Level 3	**Developed explanation of one change supported by precisely selected knowledge** 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Shows how the Truman Doctrine and Marshall Plan worsened relations between the USA and the Soviet Union as Stalin saw this as a direct threat to Soviet influence…*	**(6-7)**

Level 4	**Developed explanation and analysis of more than one change using the source and own knowledge**	**(8-10)**
	8 marks for explanation of two changes 9-10 marks for answers which show explicit links/comparisons between the changes. *eg As Level 3. Could link the threat posed by the Truman Doctrine and the Marshall Plan to Stalin's decision to blockade Berlin…*	

Total for Question 8 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	*Rosa Parks arrested for the first time (1955), the Meredith Case (1962), the Washington Peace March (1963), the War Powers Act (1973), Nixon resigns as President (1974).* 2 in correct consecutive sequence **1 mark** 3 in correct consecutive sequence **2 marks** 4/5 in correct consecutive sequence **3 marks**	**Maximum 3 marks**

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

(4)

Level	Descriptor	Mark
0	**No rewardable material**	**0**
Level 1	**Simple explanation of consequence** The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. *eg King made the 'I have a dream' speech.* *eg The powers of the President were reduced.*	(1-2)
Level 2	**Explanation of consequence** The student gives an explanation supported by relevant contextual knowledge. *eg The march led to King and other leaders meeting President Kennedy to discuss civil rights during which the President agreed to introduce a Civil Rights Bill…* *eg This led to measures to reduce the powers of the President including the Election Campaign Act, which set limits on campaign contributions…*	(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. *eg This was because of the Brown v Topeka Case.* 1 mark for one simple explanation. 2 marks for two or more.	**(1-2)**
Level 2	**Supported explanation of causation** The student supports the explanation, selecting relevant contextual knowledge. *eg More details of the Brown v Topeka Case and its effects on education for black Americans…* 3-4 marks for explanation of one cause. 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** 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. *eg As Level 2. Could link the Brown v Topeka Case to the events at Little Rock High School…* 6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.	**(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** The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration. *eg The Hiss and Rosenberg cases increased the fear of communism in the USA.* 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	**Supported explanation of causation** The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source **or** own knowledge. 4-5 marks for a supported explanation using the source **and** own knowledge. Award marks according to the quality of the explanation *eg More details of the Hiss and Rosenberg cases…*	(3-5)
Level 3	**Developed explanation of one cause supported by precisely selected knowledge** At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge. *eg As Level 2. Greater explanation of why the Hiss and Rosenberg cases increased the fear of communism in the USA because of the development of the Soviet atom bomb…*	(6-7)

| Level 4 | **Developed explanation and analysis of more than one cause using the source and own knowledge**

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. Could link the Hiss and Rosenberg cases to the events in Europe during the Cold War… | **(8-10)** |

Total for Question 9 = 25 marks