

IGCSE

History

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in History (4HI0)

First examination 2011



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Contents

Introduction	3
Sample question paper	5
Paper 1	7
Answer Book	39
Sample mark scheme	55
General Marking Guidance	57
Paper 1	59

Introduction

The sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examinations.

Sample question paper

Paper 1

7

Answer Book

39

Paper Reference(s)

4HI0/01

Edexcel IGCSE

History

Sample Assessment Material

Time: 2 hours 30 minutes

Materials required for examination

Nil

Items included with question papers

Answer Book

Instructions to Candidates

Check that you have the correct question paper.

You must answer FOUR questions:

- TWO questions from Section A
- ONE question from Section B
- ONE question from Section C

In the boxes on the answer book, write your centre number, candidate number, the paper reference, your surname, initials and your signature.

Write your answers in the spaces provided in the answer book.

Do not return the question paper with the answer book.

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

The total mark for this paper is **100**.

There are 32 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

You are reminded of the importance of clear English and careful presentation in your answers.

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Contents

Section A

A1	Development of a nation: Unification of Italy, 1852–70	Page 3
A2	Development of a nation: Unification of Germany, 1848–71	Page 4
A3	Development of dictatorship: Germany, 1918–45	Page 5
A4	Development of dictatorship: Italy, 1918–43	Page 6
A5	Russia: Autocracy and revolt, 1881–1914	Page 7
A6	Russia: Dictatorship and conflict, 1924–53	Page 8
A7	A divided union: Depression and recovery in the USA, 1929–45	Page 9
A8	A divided union: Civil Rights in the USA, 1945–74	Page 10
A9	A world divided: International relations between the wars, 1919–39	Page 11
A10	A world divided: Superpower relations, 1945–62	Page 12

Section B

B1	The French Revolution, 1789–94	Page 13
B2	The First World War, 1914–18	Page 15
B3	Russia in Revolution, 1914–24	Page 17
B4	The USA, 1917–29	Page 19
B5	Colonial rule and the nationalist challenge in India, 1919–47	Page 21
B6	The fall of Communism in Europe, 1979–91	Page 23

Section C

C1	Revolution and change in Europe, 1789–1848	Page 25
C2	The Changing nature of warfare, 1803–1905	Page 26
C3	Changes in medicine, c.1845–c.1945	Page 27
C4	The changing role of international organisations: The League and the UN, 1919–2000	Page 28
C5	Conflict, crisis and change: The Middle East, c.1919–73	Page 29
C6	Conflict, crisis and change: China, c.1934–89	Page 30
C7	Change in Africa from colonialism to independence, 1945–2000	Page 31
C8	The changing nature of warfare c.1936–c.2003	Page 32

Section A

Themes

**Answer TWO questions from this Section.
You should spend about 1 hour on this Section.**

A1: Development of a nation: Unification of Italy, 1852–70

- (a) Study these events which occurred in the years 1852–60.

The Battle of Solferino	The Orsini bomb	The Crimean War	The Treaty of Villafranca	The Pact of Plombières
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The Orsini Bomb

or

The Crimean War

Describe **one** effect on the movement for Italian unification of the event you have chosen.

(4)

- (c) Why did Piedmont and France go to war against Austria in 1859? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Garibaldi had been born in Nice. He had been planning to march to Nice to defend it against the French in 1860 when he heard of the revolt in Sicily. He could not resist the temptation to sail to Sicily and help the people fight against the king. Cavour almost certainly knew what was going on, and did very little to stop Garibaldi.

Use the source, and your own knowledge, to explain the part played by Garibaldi in the unification of Italy in the years 1860–70.

(10)

(Total for Question A1: 25 marks)

A2: Development of a nation: Unification of Germany, 1848–71

- (a) Study these events which occurred in the years 1848–67.

The Frankfurt Assembly	North German Confederation	The Erfurt Union	The Seven Weeks War	War with Denmark
------------------------	----------------------------	------------------	---------------------	------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The Frankfurt Assembly

or

The Erfurt Union

Describe **one** effect on the movement for German unification of the event you have chosen.

(4)

- (c) Why did Prussia go to war against Austria in 1866? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Bismarck was able to use the Ems Telegram to provoke Napoleon III into declaring war on Prussia. The Franco-Prussian War was short and ended in a decisive victory for the Prussian army. The four southern states fought on the side of Prussia.

Use the source, and your own knowledge, to explain the part played by the Franco-Prussian War in the unification of Germany, 1870–71.

(10)

(Total for Question A2: 25 marks)

A3: Development of dictatorship: Germany, 1918–45

- (a) Study these events which occurred in Germany in the years 1918–24.

The Dawes Plan	Hyperinflation	French occupation of the Ruhr	The Treaty of Versailles	The Kapp Putsch
----------------	----------------	-------------------------------	--------------------------	-----------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** **or**

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

(4)

- (c) Why was there increased support for the Nazi Party in the years 1929–32? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Nazis believed that men and women had different roles to play in Germany. Boys and girls were sent to separate schools and studied different subjects. The training continued in the Nazi youth movements. Men were expected to become soldiers and workers. Women were discouraged from doing paid work.

Use the source, and your own knowledge, to explain the changes in the position of women in Nazi Germany in the years 1933–39.

(10)

(Total for Question A3: 25 marks)

A4: Development of dictatorship: Italy, 1918–43

- (a) Study these events which occurred in Italy in the years 1918–29.

The March on Rome	Murder of Matteotti	The Lateran Pacts	The setting up of the Fascist Party	The Acerbo Electoral Law
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** **or**

Describe **one** effect on Italy of the event you have chosen.

(4)

- (c) Why were the Lateran Pacts important to Mussolini? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

During the 1920s Mussolini was very popular with many Italians. But in the 1930s he began to lose his appeal. Some of his plans were not thought through. When they did not work, Mussolini tended to give up. People began to realise that his claim to be some sort of a superman was simply not true.

Use the source, and your own knowledge, to explain why Mussolini became less popular in the 1930s.

(10)

(Total for Question A4: 25 marks)

A5: Russia: Autocracy and revolt, 1881–1914

- (a) Study these events which occurred in Russia in the years 1881–1906.

Formation of the Socialist Revolutionary Party	The October Manifesto	Bloody Sunday	Nicholas II becomes Tsar	Outbreak of the Russo-Japanese War
--	-----------------------	---------------	--------------------------	------------------------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

Formation of the Socialist Revolutionary Party

or

Nicholas II becomes Tsar

Describe **one** effect on Russia of the event you have chosen.

(4)

- (c) Why was there a revolution in Russia in 1905? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Duma (parliament) met in 1906 but was closed by Nicholas after seventy-two days. Three more Dumas met in the next ten years, but each had fewer powers and each time fewer people were allowed to vote. At the same time, Nicholas retained the title of Autocrat in 1906 and continued to appoint and dismiss ministers.

Use the source, and your own knowledge, to explain why Nicholas II became more unpopular in the years 1906–14.

(10)

(Total for Question A5: 25 marks)

A6: Russia: Dictatorship and conflict, 1924–53

- (a) Study these events which occurred in Russia in the years 1924–41.

The show trials	The third Five Year Plan	Trotsky expelled from the Politburo	Murder of Kirov	First collective farms
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

Trotsky expelled from the Politburo

or

First collective farms

Describe **one** effect on Russia of the event you have chosen.

(4)

- (c) Why did Stalin carry out a series of purges in the Soviet Union in the 1930s? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

By 1941, Stalin had started three Five Year Plans and Soviet industry had been changed in many ways. The Plans concentrated on heavy industry and oil, gas and electricity. New cities were built in Siberia and the Soviet Union became the second most powerful industrial country in the world.

Use the source, and your own knowledge, to describe the changes in industry in the Soviet Union in the years 1928–41.

(10)

(Total for Question A6: 25 marks)

A7: A divided union: Depression and recovery in the USA, 1929–45

- (a) Study these events which occurred in the USA in the years 1929–41.

The Hundred Days	The Tennessee Valley Authority	The Wall Street Crash	Roosevelt becomes president for the first time	Hoovervilles
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The Wall Street Crash

or

Hoovervilles

Describe **one** effect on the USA of the event you have chosen.

(4)

- (c) Why was there opposition to the New Deal in the years 1934–41? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The most obvious effect of the Depression was the loss of jobs. In industrial areas the number out of work had risen to 14 million by the end of 1932. Unemployment meant poverty. Men would often spend the whole day looking for work. The Depression also badly affected many farmers due to a fall in demand.

Use the source, and your own knowledge, to describe the main effects that the Depression had on the USA in the years 1929–32.

(10)

(Total for Question A7: 25 marks)

A8: A divided union: Civil Rights in the USA, 1945–74

- (a) Study these events which occurred in the USA in the years 1945–74.

Little Rock High School	The Rosenberg Case	Nixon resigns as President	Assassination of Malcolm X	The Freedom Riders
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

Little Rock High School

or

The Rosenberg Case

Describe **one** effect on the USA of the event you have chosen.

(4)

- (c) Why did a student movement develop in the USA in the 1960s? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

Martin Luther King was a Baptist minister who believed in using non-violent protest. He was a leader of the Southern Christian Leadership Conference and organised the Montgomery Bus Boycott. By 1961 he was the most important figure in the Civil Rights movement and was able to influence President Kennedy.

Use the source, and your own knowledge, to explain the part played by Martin Luther King in the Civil Rights campaign of the 1950s and 1960s.

(10)

(Total for Question A8: 25 marks)

A9: A world divided: International relations between the wars, 1919–39

- (a) Study these events which occurred in the years 1920–1936.

The Abyssinian Crisis	The setting-up of the League of Nations	The Corfu Incident	The Locarno Treaties	The reoccupation of the Rhineland
-----------------------	---	--------------------	----------------------	-----------------------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The Abyssinian Crisis

or

The Corfu Incident

Describe **one** effect on the position of the League of Nations of the event you have chosen.

(4)

- (c) Why was there a crisis over the Sudetenland in 1938? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

The Nazi-Soviet Pact was signed on 23 August 1939 by Joachim von Ribbentrop, the German Foreign Minister, and Vyacheslav Molotov, the Soviet Foreign Minister. The Nazi-Soviet Pact appeared to be a simple non-aggression pact between two countries. In fact, it was an agreement to divide up Poland.

Use the source, and your own knowledge, to explain why war broke out in Europe in September 1939.

(10)

(Total for Question A9: 25 marks)

A10: A world divided: Superpower relations, 1945–62

- (a) Study these events which occurred in the years 1945–62.

The Hungarian Uprising	The setting-up of the Warsaw Pact	The building of the Berlin Wall	The Marshall Plan	The setting-up of NATO
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The building of the Berlin Wall

or

The setting-up of NATO

Describe **one** effect on the relations between the USA and the Soviet Union of the event you have chosen.

(4)

- (c) Why had the USA and the Soviet Union become rivals by 1947? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: from a modern textbook

On 14 October 1962 a US spy plane took photographs which showed Soviet missile bases being built in Cuba. This meant that all US missile defence systems were now useless. From 16 October Kennedy spent one week asking his defence chiefs for possible reactions and considering alternatives.

Use the source, and your own knowledge, to explain why there was a crisis over missiles in Cuba in 1962.

(10)

(Total for Question A10: 25 marks)

TOTAL FOR SECTION A: 50 MARKS

Section B

Depth Studies

Answer ONE questions from this Section.
You should spend about 45 minutes on this Section.

B1: The French Revolution, 1789–94

This question is about the causes of the French Revolution. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A French cartoon of 1789. It shows a peasant being crushed by a stone. Standing on the stone is a member of the church and the nobility. ‘Impots’ were taxes and ‘corvées’ was labour.



Source B: From the journal of a French bishop, 1775.

Louis XVI is seen passing his mornings in his closet observing with his telescope those who arrive at Versailles. He often occupies himself in sweeping, nailing and un-nailing. Some common sense, simple tastes and honest heart: that is his good side. He tends not to be able to make his mind up, he is weak-willed and does not know his people; there is the contrast.

Source C: From a statement about the King by a member of the Paris law court, 1785.

He does not have the qualities needed by a man to be a leader. He is timid and lacks self-confidence. He knows little about his people and spends unwisely. It is recognised that others, especially his wife, influence his decisions.

Source D: From a history of the French Revolution, 1992.

Middle-class members of the National Assembly wanted to share power with the King. However, because of the bad harvests in 1788 which led to a continued rise in food prices, many working-class people and peasants wanted much greater changes in how France was run.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Three Estates in France before 1789.

(3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about Louis XVI? Explain your answer.

(7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) ‘The main reason for the French Revolution was the bad harvests of 1788.’

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

(15)

(Total for Question B1: 25 marks)

B2: The First World War, 1914–18

This question is about the deadlock on the Western Front. Study Sources A, B, C and D and then answer all the questions that follow.

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



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

The 1st Rifle Brigade advanced in perfect order. Everything was working smoothly, not a shot being fired. We had nearly reached the German front line, when all at once machine-guns opened up all along our front with a murderous fire. We were caught in the open, with no shelter. Men were falling all around us. I tripped over dead bodies and fell headlong into a shell hole. Bodies were strung out on the barbed wire.

Source C: From an interview with a British soldier who served on the Western Front. He is describing a British attack during the Somme offensive.

Hundreds of dead were strung out on the barbed wire. Quite as many died on the enemy wire as on the ground. It was clear that there was no gap in the wire at the time of the attack. The Germans must have been reinforcing the wire for months. How did the planners imagine that the British soldiers would survive the machine gun fire and the barbed wire?

Source D: From a modern history textbook.

The commanders on both sides had little or no idea about trench warfare and the tactics necessary to break the deadlock. Many of the senior British generals had very out-of-date ideas. They still believed that the cavalry would win wars. They persisted for over three years with the belief that numbers of infantry soldiers would achieve a breakthrough against machine-guns and barbed wire.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about fighting on the Western Front during the First World War. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the reasons for the failure of the British attacks at the Somme in July 1916? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) ‘The main reason for the deadlock on the Western Front was the tactics of the commanders on both sides.’

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

(15)

(Total for Question B2: 25 marks)

B3: Russia in Revolution, 1914–24

This question is about the Civil War of 1918–21. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A Bolshevik poster of 1919. The names written on the dogs are Denikin, Kolchak and Yudenich. The three men in the background represent the USA, France and Britain.



Source B: From a history of the USSR written by a Soviet historian in 1981.

The Communist Party sent its members to join the Red Army. By the end of 1918 the Red Army numbered 1,700,000. It was a strong force. Even so, on every battlefield Red Army units had to fight against an enemy who was better equipped, better trained and who outnumbered them.

Source C: From a modern history of the Russian Civil War.

From the winter of 1918–19 even the White commanders, Kolchak and Denikin, faced a struggle against great odds. The Bolsheviks had all of 1918 to strengthen their position. They controlled most of the resources of old Russia. They had more popular support, and their forces greatly outnumbered those of the Whites.

Source D: From a textbook about Russia published in 1996.

The task of raising an army to fight against the Whites was given to Trotsky. In March 1918 Trotsky became Chairman of the Supreme War Council and it was his brilliance in organisation and fighting that was mainly responsible for the Reds victory in the Civil War.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Whites during the Civil War. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the strengths of the two sides during the Civil War? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (b) ‘The main reason for the Bolshevik victory in the Civil War was the leadership of Trotsky.’
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B3: 25 marks)

B4: The USA, 1917–29

This question is about the Roaring Twenties. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A newspaper advertisement for a car in 1927.



Source B: Henry Hoover, speaking during his campaign for the Presidency in New York in October 1928.

We have increased home ownership. Today there are almost nine automobiles for every ten families. Seven years ago only enough automobiles were running to average less than four every ten families. Our people have more to eat, better things to wear, and better homes. Wages have increased, the cost of living has decreased. The job of every man and woman made more secure. We have in a short period decreased the fear of poverty, the fear of unemployment, the fear of old age.

Source C: From the *New York Herald Tribune*, early 1929.

Any US citizen willing to get up early enough can look out of his own windows and see a trail of thousands of workmen's automobiles scooting down the boulevards to their factory or new building destination. Even ten years ago this great mass of labour had to live around the corner in a hovel next to the factory or hang on street cars at six o'clock in the morning in order to reach the building site.

Source D: From a history of the USA between the wars, 1987.

By 1920 Americans owned a total of seven million cars. By 1930 the total had risen to nearly twenty-five million. Car ownership brought a major change in people's lives and the success of the car manufacturers ensured the prosperity of other industries too. However, government policies of laissez-faire and protection also stimulated industrial growth.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about life in the USA during the 1920s. **(3)**

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about life in the USA during the 1920s? Explain your answer. **(7)**

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the boom of the 1920s was the car industry.'

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

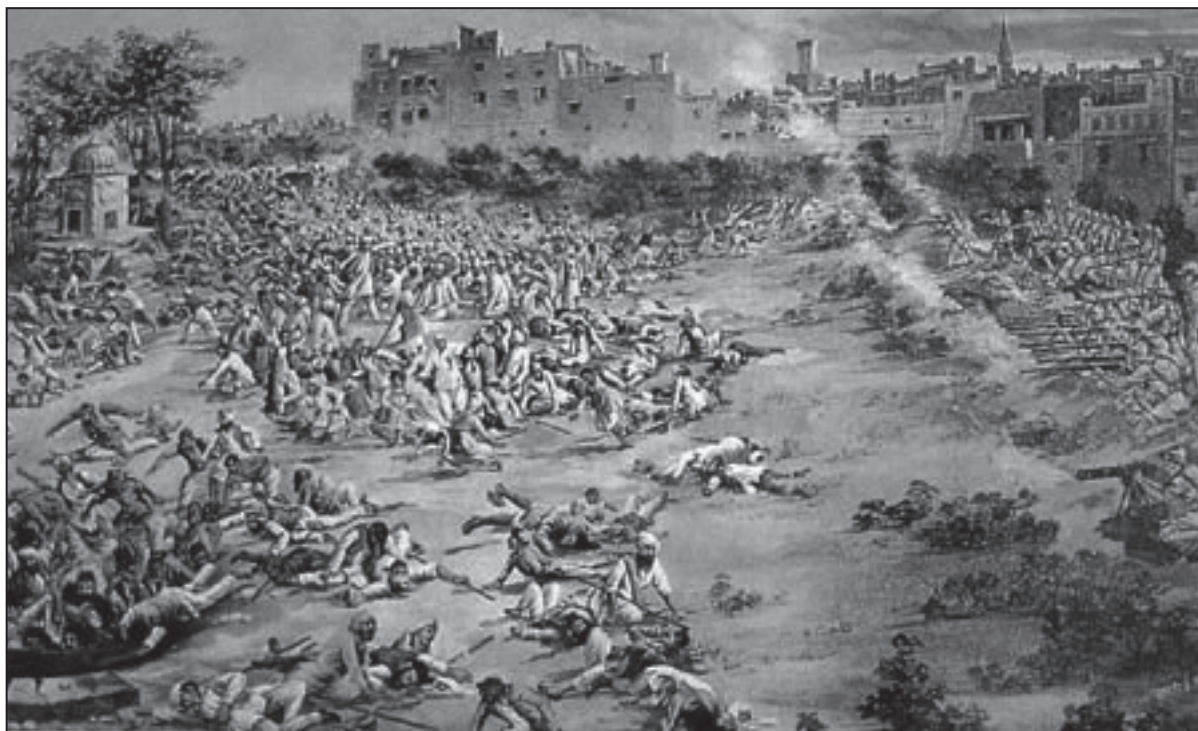
(15)

(Total for Question B4: 25 marks)

B5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about the impact of British rule on India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: An illustration of the Amritsar Massacre of 1919.



Source B: From a speech by the Prime Minister, David Lloyd George, in the House of Commons in 1922.

I see no period when the Indians can do without the guidance and assistance of the small nucleus of the British Civil Service, of British officials in India. They are the steel frame of the whole structure. If you take that steel frame out, the whole fabric will collapse.

Source C: From a speech by Winston Churchill in the House of Commons in 1935.

We have as good a right to be in India as anyone there. Our government of India is not irresponsible. It is the best government that India has ever had and ever will have. We hope once and for all to kill the idea that the British in India are moving out of the country as soon as they have been able to set up a government to take their place.

Source D: From a modern history textbook.

When the Government of India Act was passed, it did not give Indians what they wanted. They were allowed a national Parliament and control of local matters. However, the decisions of these parliaments could be blocked by the Viceroy, and the British kept control of finance and law. This led to increased support for Gandhi and the Congress Party.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Amritsar Massacre. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about relations between Britain and India? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) ‘The main reason for opposition to British rule in India was the Government of India Act of 1919.’

Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B5: 25 marks)

B6: The fall of Communism in Europe, 1979–91

This question is about the policies of Gorbachev and developments in Eastern Europe, 1988–90. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of demonstrators in Lithuania in 1990. The banner in the centre reads ‘Colonialist occupants out’.



Source B: From a speech by Gorbachev to the United Nations, 1988.

Force or the threat of force neither can nor should be instruments of foreign policy. We believe in the principle of freedom of choice. Refusal to recognise this principle will have serious consequences for world peace. To deny a nation choice, regardless of any excuse, is to upset the unstable balance that has been achieved.

Source C: From a broadcast by the Soviet foreign minister in October 1989.

The Soviet Union recognises the freedom of choice of all countries, specifically including the Warsaw Pact states. We now have the Sinatra Doctrine. Sinatra had a song, ‘My Way’, so now every country decides on its own which road to take. Political structures must be decided by the people who live in a country. The Soviet Union will accept the rejection of communist parties.

Source D: From a history of Russia, published in 2006.

The satellite states hated communism and wanted to break free of Soviet control. In the years 1989–90, Poland, Hungary, Czechoslovakia, Romania and Bulgaria introduced free elections and opened up contacts with the West. In November 1989 there were anti-communist demonstrations in East Germany during which the Berlin Wall was pulled down.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the relations between Lithuania and the Soviet Union. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about Gorbachev's policies in Eastern Europe? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the collapse of communism in Eastern Europe was hatred of the Soviet Union.'

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

(15)

(Total for Question B6: 25 marks)

TOTAL FOR SECTION B: 25 MARKS

Section C

Study in Change

Answer **ONE** question from this Section.
You should spend about **45 minutes** on this Section.

C1: Revolution and change in Europe, 1789–1848

Source: From a history of the Congress of Vienna, published in 1946.

There were three particular interests which were vital to British security. The first was to ensure freedom of the seas and guarantee British maritime rights. In addition, the creation in the Low Countries of a united state, friendly with Britain and which would be a barrier to future French expansion. Finally, to remove all French influence from Spain and Portugal.

- (a) What does this Source tell us about British aims at the Congress of Vienna? (3)
- (b) Describe the key features of **either** the Greek War of Independence **or** the Belgian War of Independence. (7)
- (c) In what ways did the Congress change relations between the Great Powers in the years 1815–22?

You may use the following information to help you with your answer.

- Aims of the Congress System
- Attitudes of the Great Powers
- The Congresses of 1818–22
- Reasons for collapse of the Congress System

(15)

(Total for Question C1: 25 marks)

C2: The Changing nature of warfare, 1803–1905

Source: From Villeneuve, the commander of the French fleet at the Battle of Trafalgar 1805.

During the battle of Trafalgar the British sailors worked as if they had not been fighting a dreadful battle. We were all amazement, wondering what the British seamen were made of. They were so disciplined and determined. All our seamen were either drunk or disabled, and we, the officers, could not get any work out of them.

- (a) What does this Source tell us about the Battle of Trafalgar? (3)
- (b) Describe the key features of **either** Napoleon's Peninsular Campaign **or** the Battle of Waterloo (1815). (7)
- (c) In what ways did land warfare change in the years 1854–1905?

You may use the following information to help you with your answer.

- Land warfare in the mid-nineteenth century
- The Crimean War, 1854–56
- The German wars of unification, 1864–71
- The colonial wars of the late nineteenth century

(15)

(Total for Question C2: 25 marks)

C3: Changes in medicine, c.1845–c.1945

Source: Extract from a report by a British newspaper, October 1854, on the military hospital at Scutari during the Crimean War.

There are not sufficient surgeons. Worse, there is not even linen to make bandages. The men are kept, in some cases for a week, without the hand of a medical man coming near their wounds. They are left to die in agony, though catching desperately at the surgeon whenever he makes his rounds. They are kept in overcrowded conditions, some having to lie on the floor due to the shortage of beds.

- (a) What does this Source tell us about the hospital at Scutari? (3)
- (b) Describe the key features of the work in medicine of **either** Pasteur **or** Koch. (7)
- (c) In what ways did the role of women in medicine change in the years 1845–1945?

You may use the following information to help you with your answer.

- Role of women in medicine in the mid-nineteenth century
- Florence Nightingale and developments in nursing
- Elizabeth Garrett and women doctors
- The influence of the two world wars

(15)

(Total for Question C3: 25 marks)

C4: The changing role of international organisations: The League and the UN, 1919–2000

Source: From a modern history textbook, published in 2001.

The League failed for several reasons. The sanctions the League imposed were often ineffective. It did not have its own military forces to use against an aggressor. In any case, countries were reluctant to act against an aggressor unless their own interests were at stake. However, the most important reason was the absence of key nations, especially the USA.

- (a) What does this Source tell us about the reasons for the failure of the League of Nations? (3)
- (b) Describe the key features of the peace-keeping role of the United Nations in **either** the Korean War (1950–53) **or** the Congo (1960–64). (7)
- (c) In what ways did the work of United Nations agencies improve health and education in the second half of the twentieth century?

You may use the following information to help you with your answer.

- Aims of UN
- The World Health Organisation
- UNESCO
- UNICEF

(15)

(Total for Question C4: 25 marks)

C5: Conflict, crisis and change: The Middle East, c.1919–73

Source: From the Israeli Ambassador to the United Nations, October 1956.

Israel has taken these steps to destroy Egyptian *fedayeen* bases in the Sinai Peninsula. These units, organised some years ago by the Egyptian government and forming part of the Egyptian regular army, were set up to spread terror in Israel through acts of murder and sabotage. Within the last week there have been twenty-four Israeli casualties caused by mines planted by the *fedayeen* in Israeli territory.

- (a) What does this Source tell us about the reasons for the Israeli invasion of Egypt in 1956? (3)
- (b) Describe the key features of **either** the Six Days War of 1967 **or** the Yom Kippur War of 1973. (7)
- (c) In what ways did developments in Palestine in the years 1919–48 bring about the creation of the state of Israel?

You may use the following information to help you with your answer.

- The Balfour Declaration
- Jewish migration to Palestine, 1919–39
- The impact of the Second World War
- The UN Mandate, 1947

(15)

(Total for Question C5: 25 marks)

C6: Conflict, crisis and change: China c.1934–89

Source: From a speech by Mao Zedong in December 1935.

For twelve months we were under daily bombing from the skies, whilst on land we were pursued by a huge force. We met untold dangers when marching across eleven provinces. The Long March has shown the world that the Red Army is an army of heroes. The Long March also tells the 200 million in the eleven provinces that only the road of the Red Army leads to freedom.

- (a) What does this Source tell us about the importance of the Long March? (3)
- (b) Describe the key features of **either** the Cultural Revolution **or** the democracy movement of 1979–89. (7)
- (c) In what ways did Mao Zedong change the organisation of agriculture and industry in China in the years 1949–62?

You may use the following information to help you with your answer.

- Land reform
- Collectivisation
- The First Five Year Plan, 1953–57
- The Great Leap Forward, 1958–62

(15)

(Total for Question C6: 25 marks)

C7: Change in Africa from colonialism to independence, 1945–2000

Source: From a modern textbook, published in 1987.

Decolonisation began soon after the Second World War. It started partly because the war had greatly weakened the colony-owning countries in Africa such as Britain and France. The war also strengthened African nationalism, the demand for Africans to run their own affairs, especially from ex-soldiers. There was a growing number of educated Africans – lawyers and teachers, in the towns, who supported the demand for independence.

- (a) What does this Source tell us about the impact of the Second World War on Africa? (3)
- (b) Describe the key features of the independence movement in **either** Ghana (Gold Coast) **or** Kenya. (7)
- (c) In what ways did developments in South Africa in the years 1982–94 bring about the end of apartheid?

You may use the following information to help you with your answer.

- The activities of the ANC and UDF
- International sanctions
- The policies of F. W. de Klerk
- The influence of Nelson Mandela

(15)

(Total for Question C7: 25 marks)

C8: The changing nature of warfare c.1936–c.2003

Source: A survivor describes the effects of the atomic bomb on Hiroshima in August 1945.

My wife found shelter in a shack with some other people and began feeding the baby. There were people in there who had been horribly burnt by the force of the blast. Glass splinters were stuck all over her face; she was able to remove the largest of these. However, soon afterwards her hair began to fall out. Then she developed small boils and started bleeding from various parts of her body. Within a short time she was bald. The baby showed the same symptoms but also had diarrhoea. He died soon afterwards.

- (a) What does this Source tell us about the effects of the atomic bomb on Hiroshima? (3)
- (b) Describe the key features of **either** blitzkrieg **or** guerrilla warfare. (7)
- (c) In what ways did methods of sea and aerial warfare change in the years 1939–75?

You may use the following information to help you with your answer.

- Developments in bombing during the Second World War
- Changes in aerial warfare in the years 1945-75
- Changes in submarine warfare during and after the Second World War
- Surface naval warfare during and after the Second World War

(15)

(Total for Question C8: 25 marks)

TOTAL FOR SECTION C: 25 MARKS
TOTAL FOR PAPER: 100 MARKS

END

Section A

You must answer TWO questions from this section.

Indicate your first question choice from Section A on this page. You will be asked to indicate your second question choice from Section A on page 5.

Indicate which question you are answering by marking the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

A1 ☐ A2 ☐ A3 ☐ A4 ☐ A5 ☐ A6 ☐ A7 ☐ A8 ☐ A9 ☐ A10 ☐

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SECTION A	
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Indicate your second question choice from Section A on this page.

Indicate which question you are answering by marking the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

A1 A2 A3 A4 A5 A6 A7 A8 A9 A10

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SECTION A

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Section B

You must answer ONE question in this Section.

Indicate which question you are answering by marking the box (ⓧ). If you change your mind, put a line through the box (ⓧ) and then put a cross in another box (ⓧ).

B1 B2 B3 B4 B5 B6

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Section C

You must answer ONE question in this Section.

Indicate which question you are answering by marking the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

C1 ☒ C2 ☒ C3 ☒ C4 ☒ C5 ☒ C6 ☒ C7 ☒ C8 ☒

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(c)

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(15)

(Total 25 marks)

SECTION C

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TOTAL FOR PAPER: 100 MARKS

END

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Sample mark scheme

General Marking Guidance	57
Paper 1	59

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, ie 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.

Paper 1

Section A

A1 (a) Target: Recall of knowledge (AO1) (3)

Question	Descriptor	Mark
(a)	Crimean War, Orsini bomb, Pact of Plombières, Battle of Solferino, Treaty of Villafranca 2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks	3

(b) Target: Consequence/recall of knowledge (AO1) (4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple or generalised statements of consequence The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>eg Orsini Bomb helped the cause of Italian unification.</i>	1-2
Level 2	Developed statements of consequence The student supports the statement with relevant contextual knowledge. <i>eg Piedmont fought on side of Britain and France in Crimean War. This encouraged greater support from these countries for Italian unification.</i>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg It was because Cavour wanted unification.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg One reason was the Pact of Plombières between France and Piedmont in which they agreed to ally against Austria.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of level 2.)</p> <p><i>eg Includes information as level 2 and shows how this led to conflict, for example, shows how key terms of Pact provoked Austria</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Garibaldi sailed to Sicily.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Garibaldi raised a volunteer army of a thousand and sailed to Sicily where he conquered the island.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Garibaldi captured Naples and Sicily. Explains the reactions of Cavour. Expands to show explanatory qualities.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A2 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
2(a)	Frankfurt Assembly, Erfurt Union, War with Denmark, Seven Weeks War, North German Confederation 2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple or generalised statements of consequence The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>eg The Frankfurt Assembly did not help German Unification.</i>	1-2
Level 2	Developed statements of consequence The student supports the statement with relevant contextual knowledge. <i>eg The Erfurt Union was a union of North German States under Prussian leadership - opposition of Austria - not supported by Austria and several states - not help to unification.</i>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Austria declared war on Prussia.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg One reason was that Bismarck wanted to remove Austrian influence in German affairs.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows importance of Austro-Prussian rivalry and Could include Austro-Prussian rivalry, and Bismarck's desire for Prussian dominance and how Bismarck used Holstein and provoked Austria into war.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Prussia defeated France.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Details of defeat of France or support of southern states.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2, declaration of German Empire and Treaty of Frankfurt led to German unification.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A3 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Treaty of Versailles, Kapp Putsch, French occupation of Ruhr, hyperinflation, Dawes Plan</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Many Germans hated the Treaty of Versailles.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Hyperinflation meant that the German currency lost all value and people on fixed incomes could not afford everyday necessities.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because German people were unhappy.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg One reason was the Depression which led to six million out of work.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explanation should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Hitler's promises, activities of SA, Nazi propaganda led to increased support for Nazis.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Women lost their jobs.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Details of loss of employment opportunities, domestic role, incentives to marry.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2, shows how three Ks changed position of women.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A4 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>The setting up of Fascist Party, March on Rome, Acerbo Electoral Law, murder of Matteotti, Lateran Pacts.</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The new electoral law meant Mussolini was in control.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg The murder of the leader of the Socialists, probably by Fascists meant the removal of the greatest threat to Mussolini's dictatorship.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Mussolini got on better with the Pope.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Meant improved relations between Mussolini and the Pope by settling areas of difference.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how agreement, increased prestige for Mussolini, although some differences in 1930s.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Some of his policies did not work.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Details of policies that did not work, eg Battle of Lire and Wheat, Fascist oppression.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2, shows hoe Mussolini lost support because of lack of success abroad, long time to defeat Abyssinia, close ties to Hitler.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A5 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Nicholas II becomes Tsar, formation Socialist Revolutionary Party, outbreak of Russo-Japanese War, Bloody Sunday, October Manifesto</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was a party which wanted revolution.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Nicholas II was a reluctant Tsar who preferred the quiet family life. He believed in autocracy and repression.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because many people in Russia were unhappy.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg The defeat of Russia in war with Japan. Returning soldiers very discontented.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how revolution came about because of discontent of peasants, workers, subject nationalities and Bloody Sunday.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg He did not keep his promises.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Policies v dumas, Stolypin.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Tsar became more unpopular following death Stolypin, repression and Lena Goldfield.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A6 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Trotsky expelled from Politburo, first collective farms, murder of Kirov, the show trials, the third Five Year Plan</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was because Trotsky was a rival.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg The first collectives were greatly opposed by many peasants especially the kulaks. Stalin decided to remove all opponents.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Stalin wanted all the power.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Murder of Kirov, to get rid of rivals and secure his leadership.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Stalin had economic motives-kulaks, ensure success of Five Year Plans, and military-army purges.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Big increases in production.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Gosplan and Five Year Plans.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how industry changed by new location, Stakhanovites, living and working conditions.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A7 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Wall Street Crash, Hoovervilles, Roosevelt becomes President for first time, the Hundred Days, the Tennessee Valley Authority</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg These were named after President Hoover.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Wall Street Crash brought collapse of many businesses and increasing unemployment in towns and countryside.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because some people did not like Roosevelt.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg The Supreme Court, Roosevelt acting unconstitutionally, Republicans and belief in laissez-faire.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how and why opposed by Supreme Court and by individuals who believed he was not doing enough eg Huey Long.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg high unemployment, poverty.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports their statement with relevant contextual knowledge.</p> <p><i>eg Details of unemployment and poverty.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how high unemployment led to poverty and impacted on farming.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A8 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Rosenberg Case, Little Rock High School, Freedom Riders, Assassination of Malcolm X, Nixon resigns as President</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was a case about spying.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg This brought a lot of publicity in USA and world wide and forced the US president, Eisenhower, to get involved.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because many students were unhappy.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Desire for more say in universities, opposition to war in Vietnam.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how student movement linked to civil rights, protest singers and international movement.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg MLK became the leader of the Civil Rights Movement.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Methods used by MLK, Washington March, 'I have a dream' speech.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows impact of Montgomery in 1950s on MLK and influence with Kennedys in early 1960s.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A9 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>Setting-up League of Nations, Corfu Incident, Locarno Treaties, Abyssinian Crisis, the reoccupation of the Rhineland</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was when Italy bombarded Corfu.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg The Abyssinian Crisis greatly weakened the League of Nations, because it could not prevent an Italian occupation.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Hitler wanted to take over the area.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg German nationals in area, Hitler's support for Sudeten Germans.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows Hitler's demands and Anglo-French desire for appeasement brought about crisis.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Hitler invaded Poland.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Events of 1939, German occupation of Prague, Anglo-French promises to Poland.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Hitler's aims and policies v Poland and Nazi-Soviet Pact precipitated Nazi invasion of Poland.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

A10 (a) Target: Recall of knowledge (AO1)

(3)

Question Number	Descriptor	Mark
(a)	<p>The Marshall Plan, setting-up of NATO, setting-up Warsaw Pact, Hungarian Uprising, building of Berlin Wall</p> <p>2 in correct sequence 1 mark</p> <p>3 in correct sequence 2 marks</p> <p>4/5 in correct sequence 3 marks</p>	3

(b) Target: Consequence/recall of knowledge (AO1)

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of consequence</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was when the USA and other countries signed an alliance.</i></p>	1-2
Level 2	<p>Developed statements of consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Berlin Wall worsened relations. USA annoyed, lack of movement between East and West. Attempts to escape over wall.</i></p>	3-4

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of causation</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of capitalism and communism.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of causation</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Differences at Yalta and Potsdam, ideological differences, attitude of Truman.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed explanation of causation</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how US use of atom bomb, Truman Doctrine and Marshall Plan worsened relations.</i></p> <p>6-7 marks for two or more explained factors. 8 marks for answers which show links between factors.</p>	6-8

(d) Target: Recall of knowledge/comprehension of source (AO1: 8 marks/AO2: 2 marks)
(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements using the source supported by some own knowledge</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because the Soviet Union had missiles on Cuba.</i></p> <p>1 mark for one simple statement. 2/3 marks for two or more. Maximum 2 marks for only using the source.</p>	1-3
Level 2	<p>Developed statements using the source and relevant own knowledge</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Khrushchev and missiles, US spy plane and missile sites, attitude Kennedy.</i></p> <p>4/5 marks for one developed statement. 6-7 marks for two or more.</p>	4-7
Level 3	<p>Developed explanation using the source and precise own knowledge</p> <p>An explanation of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Kennedy's and Khrushchev's policies v Cuba precipitated crisis.</i></p> <p>8-9 marks for two or more explained factors. 10 marks for answers which show links between factors.</p>	8-10

Section B

B1 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg The peasants are badly off, the peasants pay most of the taxes, the nobles and clergy don't care.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support / differences at face value</p> <p>1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>eg The two sources agree about Louis.</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents</p> <p><i>eg C supports B as both stress weaknesses of Louis, In Source B he is weak willed and does not make his mind up and in C he is timid and lacks self confidence.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support.</p> <p><i>eg As Level 2. Some differences, Source C stresses influence of wife not mentioned in B. Overall, strong support to suggest he was a weak monarch. Source B includes more of his positive qualities.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks)

(15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge</p> <p>Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>Eg Source B says that Louis was weak-willed.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>Eg Source A shows that the peasants were unhappy.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>Eg Source A suggests that it was due to the three Estates, with the first and second estates repressing the peasants. The French Revolution was also caused by the over spending of the French King.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view supported by precisely selected details from the sources</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge.</p> <p><i>Eg As Level 2. However Source D suggests that it was also due to the discontent of the middle classes who wanted to share power with the King.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg Although the bad harvests of 1788 and 1789 were important, they were the culmination of several long term reasons, more especially the over-spending of the King which, in turn, forced him to increase taxes, the burden of which was on the peasants. The bad harvests were the final straw.</i></p>	<p>13-15</p>
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B2 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg Many casualties on both sides, great determination and bravery by British, bayonet and hand to hand fighting still important, trench warfare.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support/differences at face value.</p> <p>1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>eg The two sources agree about the attacks on the Somme.</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents.</p> <p><i>eg Support, as both suggest heavy casualties. Source B suggests machine guns and barbed wire, C suggests due to strong barbed wire.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support.</p> <p><i>eg Level 2. Some differences. Source B stresses due to machine guns, C poor planning and barbed wire. Overall, strong support as both suggest was a failure due to strong German defences.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks)

(15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge. Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources.</p> <p><i>eg Source B says that there was murderous fire from the German machine-guns</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source D suggests it was due to out-of-date ideas by the commanders.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>eg Source B suggests that it was due to the strong German defences, especially the barbed wire and machine guns. The Germans knew about the attack on the Somme and had been reinforcing their defences for several weeks.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view supported by precisely selected details from the sources</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge</p> <p><i>eg As Level 2. However Source D suggests that it was due to the out of date tactics of the commanders who still believed in the cavalry. Haig, for example, believed in attrition or wearing down the enemy.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg Although the commanders played an important part, due to their lack of imagination, the fundamental reason was the strength of the trench system reinforced by the use of the machine-gun.</i></p>	<p>13-15</p>
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B3 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg They were nasty, they were controlled by foreign powers, they had the support of foreign powers, there were three white commanders.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarise or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>eg The two sources disagree about the strengths of the two sides.</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents</p> <p><i>eg Little support. Source B suggests that Red Army faced great struggle and faced stronger White armies. Source C suggests that Red Army was bigger and stronger.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support</p> <p><i>eg As Level 2. Some support. Both agree that Red Army was strong. Overall, strong differences between two.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge</p> <p>Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>eg Source B says that the Communist Party sent its members to join the Red Army.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>eg Source C suggests that it was because the Bolsheviks controlled most of the resources of old Russia.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>eg Source C suggests that it was because the Bolsheviks controlled most of the resources of old Russia. On the other hand, the whites were spread out in the outer areas of Russia and had little in common with each other.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view supported by precisely selected details from the sources.</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge</p> <p><i>eg As Level 2. However Source D suggests that was due to the leadership of Trotsky who was able to recruit a Red Army large enough to challenge the threat posed by the White armies.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg Trotsky played an important role through his leadership of the Red Army. However, other factors were equally important, more especially the weakness of the Whites and their lack of unity.</i></p>	<p>13-15</p>
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B4 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
3(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg People were well off, cars were important, advertising was important.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>eg The two sources agree about life in USA.</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents</p> <p><i>eg The two sources support each other. They both stress the importance of the motor car. Source B suggests that most people owned cars. Source C says that many workers had automobiles.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support</p> <p><i>eg Level 2. Some differences. More examples in Source B of affluence, such as better wages and homes. Overall, strong support between two, as both suggest period of prosperity due to automobile.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge.</p> <p>Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>eg Source B says we have increased home ownership.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>eg Source C suggests that it was due to increased car ownership.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using only sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>eg Source C suggests that it due the government policies of the 1920s. The Republican governments believed in laissez-faire, not interfering with industry.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view and is supported by precisely selected details from the sources.</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge</p> <p><i>eg As Level 2. However Source B suggests it was due to increased car ownership, with nine automobiles for every ten families. Car industry also boosted other industries.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg The car industry was important because it stimulated the growth of other industries. However, government policies provided the essential conditions in which the car industry could flourish.</i></p>	<p>13-15</p>
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B5 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg British troops deliberately aiming at crowds, used rifles and machine guns, great number of civilians killed and wounded including many women and children.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarise or paraphrases the sources. 2 marks for generalised comparisons.</p> <p><i>eg The two sources agree about relations between Britain and India</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents</p> <p><i>eg The two sources support each other. They both stress the importance and necessity of British rule. Source B suggests that India would collapse without the British. Source C suggests it is the best government India has ever had.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support</p> <p><i>eg Level 2 but with some differences. Source C much more forceful and determined in belief Britain should stay. Overall, strong support between two, as both suggest British should remain.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge.</p> <p>Answers will often make generalised comments with little or no focus on the question.</p> <p>1-2 marks for answers which summarise or copy sources. <i>eg Source B says that Indians cannot do without the guidance of the British.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>eg Source D suggests it was due to Government of India Act which did not give the Indians what they wanted.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>eg Source A suggests it was due to the way the British treated the Indians, with great cruelty. This was particularly due to the reactions of the British after Amritsar.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view supported by precisely selected details from the sources</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge.</p> <p><i>eg As Level 2. However, Source C suggests it was due to the attitude of some of the British such as Churchill who had no intention of sharing power.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg The Government of India Act was important because it left too much control with British, especially the Viceroy. However, it simply reflected a more fundamental problem, shown by Sources B and C, that the British believed they had the right to be in India.</i></p>	<p>13-15</p>
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B6 (a) Target: Source comprehension, inference and inference support (AO2) (3)

Question Number	Descriptor	Mark
6(a)	<p>One inference 1 mark Two inferences 2 marks Three inferences 3 marks</p> <p><i>eg Lithuanians wanted an end to Soviet control, much discontent, they were determined to achieve independence, wanted removal of Red Army.</i></p>	3

(b) Target: Corroboration by cross-referencing of sources (AO2) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements which identify support/differences at face value</p> <p>1 mark - summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about Gorbachev's policies.</i></p>	1-2
Level 2	<p>Developed statements identifying support OR challenge based on source contents</p> <p><i>eg The two sources support each other. They both stress the need for freedom of choice in all nations .Source B suggests grave consequences if force is attempted, and Source C says this includes Warsaw Pact countries.</i></p>	3-5
Level 3	<p>Developed statements identifying support AND challenge based on source contents and extent of support</p> <p><i>eg As Level 2. Some differences. Source C has more detail and explicitly accepts rejection of communist parties. Overall, strong support between two, as both suggest new policy.</i></p>	6-7

(c) Target: Making a judgement about an interpretation, relating analysis of sources to own knowledge (AO1: 8 marks/AO2: 7 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple statements, based on sources and/or own knowledge</p> <p>Answers will often make generalised comments with little or no focus on the question. 1-2 marks for answers which summarise or copy sources. <i>eg Source B says that the Soviet Union recognises the freedom of choice of all countries.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge. <i>eg Source A suggests it was due to hatred of Soviet Union as protestors were demanding removal of Red Army.</i></p>	1-4
Level 2	<p>Developed statements offering evidence for or against the view supported with details from the sources</p> <p>5-6 marks for using sources only. 7-8 marks for using the sources and own knowledge.</p> <p><i>eg Source D suggests it was due to anti-Communist feeling in countries of Eastern Europe, beginning with developments in Poland. Solidarity movement originated in early 1980s and was determined to achieve independence.</i></p>	5-8
Level 3	<p>Developed explanation offering support for and against the view supported by precisely selected details from the sources</p> <p>9-10 marks for using the sources only. 11-12 marks for using the sources and own knowledge.</p> <p><i>eg As Level 2. However Sources B and C suggest it was due to Gorbachev's policy of Glasnost, more specifically the 'Sinatra Doctrine'. This encouraged independence movements in states of Eastern Europe.</i></p>	9-12

<p>Level 4</p>	<p>Sustained argument, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.</p> <p>The answer is supported by precisely selected details from sources and own knowledge. 13-14 marks for explicit judgement on one factor. 15 marks for explicit judgement comparing the relative importance of a number of factors.</p> <p><i>eg Hatred of Soviet Union was important but had been there since 1940s. Of greater importance was new policy of Gorbachev which provided stimulus to reformers in Eastern Europe to attack and undermine communist regimes.</i></p>	<p>13-15</p>
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Section C

C1 (a) Target: Source comprehension (AO2) (3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Freedom of seas, barrier to French expansion in Low Countries, and to ensure Spain and Portugal free of French influence.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Greeks hated the Turks.</i> <i>OR The Belgians wanted to be independent.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Belgian revolt - differences between Belgium and Holland. Support of France. Attitude of Britain. Greek nationalism, outbreak of revolt, Russian intervention.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one feature supported by selected knowledge. (One explained factor should be marked at top of Level 2.)</p> <p><i>eg student shows the significance of Greek nationalism and foreign intervention especially of Russia and Britain.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description.</p> <p><i>eg The Congress of Aix-La-Chapelle was the first congress and was mainly to do with France. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only.</p> <p><i>eg As Level 1. More details of Aix La Chapelle.</i></p> <p>High level 2 (7/8): Develops 2 or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one aspect of change in relations from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2).</p> <p>Low level 3 (9-10): Considers a variety of factors but links are implicit.</p> <p>High level 3 (11-12): Considers a variety of factors and links are explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by idea of Congress System, the Congresses themselves and how they changed relations between the powers.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Idea of Congress System new - change - but its aims essentially conservative and reactionary</i></p>	13-15

C2 (a): Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg British seamen better, French seamen poor, British sailors better trained, French seamen undisciplined.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Napoleon was fighting against the British OR the French were defeated.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Napoleon's aims in Spain and Portugal. British intervention. Spanish guerrilla tactics. Key events of battle -role of British and Prussians.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how British tactics and Spanish guerrilla warfare led to French defeat. Shows how British tactics and arrival of Prussians led to French defeat in 1815.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description <i>eg During the German wars of unification Prussia defeated France and Austria. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only.</p> <p><i>eg As Level 1. More details of Prussian victories and tactics.</i></p> <p>High level 2 (7-8) Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one way in which land warfare changed and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links are implicit</p> <p>High level 3 (11-12): Considers a variety of factors and links are explicit.</p> <p><i>eg As Level 2 but greater focus on changes brought about by German wars especially tactics, technology, needle gun etc.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Great changes in 1860s and yet Crimean War highlighted lack of change - progress - outdated tactics.</i></p>	13-15

C3 (a) Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Not enough doctors, too long before treatment, too many patients, not enough room, spread of disease, many will die.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Pasteur invented pasteurisation OR Koch found the causes of some diseases.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Pasteur's work with sheep - discovery of what causes disease. Importance of scientific methods of Koch - isolated germs.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Pasteur's and Koch's more scientific methods changed medical understanding.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description. <i>eg Florence Nightingale treated wounded soldiers during the Crimean War. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only. <i>eg As Level 1. More details of Nightingale's work.</i></p> <p>High level 2 (7/8): Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links are implicit High level 3 (11-12): Considers a variety of factors and links are explicit. <i>eg Shows how Nightingale's work in the Crimea and after, changed the nature of nursing from low to higher level role.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Great changes due to influence Nightingale and Garrett. However, still traditional attitudes at end of century.</i></p>	13-15

C4 (a) Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Sanctions did not work, did not have an army, USA did not join, many countries not committed to League.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg UN sent an army to fight against N Korea OR UN sent troops in the civil war in Congo.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Reasons for UN intervention, details of activities in Korea or Congo.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how UN intervention influenced the outcome of the conflict.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description. <i>eg WHO helped to fight malaria . (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only. <i>eg As Level 1. More details of achievements of WHO.</i></p> <p>High level 2 (7/8): Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links are implicit. High level 3 (11-12): Considers a variety of factors and links are explicit. <i>eg As Level 2 but greater focus on improvements brought about by WHO.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg As Level 3 but also shortcomings - failures of WHO.</i></p>	13-15

C5 (a) Target: Source comprehension (A02)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Caused by fedayeen bases in Sinai, Feyadeen raiding Israel, Israeli deaths, involvement of Egypt.</i></p>	3

(b) Target: Key features/recall of knowledge (A01)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Israel defeated Arab neighbours in 1967 OR Israel attacked during Yom Kippur religious festival.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Key events of either war</i> 3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how wars came about or how the Israeli's defeated their Arab neighbours.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description <i>eg Lots of Jews from Europe moved to Palestine. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only <i>eg As Level 1. More details of Jewish immigration and reactions of Palestinians.</i></p> <p>High level 2 (7/8): Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links implicit High level 3 (11-12): Considers a variety of factors and links explicit.</p> <p><i>eg Level 2 but greater focus on British policy and build up of tension between Jews and Palestinians.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Not all smooth progress - Arab and Israeli terrorism and withdrawal of British.</i></p>	13-15

C6 (a) Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Survived great hardships, success against great odds, great propaganda for Red Army, popularity in eleven provinces.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Cultural Revolution was led by students OR The Democracy Movement failed.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Mao's aims, activities of Red Guards and students, attacks on teachers. Aims and activities - reaction of authorities.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows ways in which Great Leap Forward failed and how Cultural Revolution affected China.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple or generalised statements of change The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. Low level 1 (1-2): Repetition of the provided stimulus material with no development. High Level 1 (3-4): For unfocused description <i>eg The GLF led to backyard steel making furnaces. (3)</i>	1-4
Level 2	Developed statements of change Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or one stimulus only. <i>eg As Level 1. More details of backyard furnaces and changes in industry</i> High level 2 (7-8): Develops two or more of stimuli or other relevant information.	5-8
Level 3	Developed explanation of change Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at top of Level 2.) Low level 3 (9-10): Considers a variety of factors but links are implicit High level 3 (11-12): Considers a variety of factors and links are explicit. <i>eg Level 2 but greater focus on changes brought about by GLF to industry and agriculture.</i>	9-12
Level 4	A sustained argument This considers the inter-relationship between a range of factors from the stimulus and/or additional material. <i>eg Great changes in 1950s and some brought improvement but others fall in output due to too much change such as GLF</i>	13-15

C7 (a) Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
7(a)	<p>One factor 1 mark Two factors 2 marks Three factors 3 marks</p> <p><i>eg Britain and France less able to keep colonies, African soldiers wanted to rule themselves, main support from middle class black Africans, war encouraged independence movements</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Nkrumah led the movement OR Kenyatta led movement.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg More details of campaign and leadership including Mau Mau in Kenya.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how Kenya achieved independence.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description <i>eg De Klerk gave some rights to blacks. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only <i>eg As Level 1. More details of De Klerk's 'petty apartheid' measures.</i></p> <p>High level 2 (7-8): Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links implicit</p> <p>High level 3 (11-12): Considers a variety of factors and links explicit. <i>eg Level 2 but greater focus on changes brought about by de Klerk's measures - reactions from ANC and UDF etc.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Shows links between de Klerk's policies and the activities of ANC and Mandela</i></p>	13-15

C8 (a) Target: Source comprehension (AO2)

(3)

Question Number	Descriptor	Mark
(a)	<p>One factor/effect 1 mark Two factors/effects 2 marks Three factors/effects 3 marks</p> <p><i>eg Horrific injuries, all age groups, killed civilians.</i></p>	3

(b) Target: Key features/recall of knowledge (AO1)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of key features</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Germans attacked quickly. You could not see the enemy.</i></p> <p>1 mark for one simple statement. 2 marks for two or more.</p>	1-2
Level 2	<p>Developed statements of key features</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>eg Use of tanks, dive bombers, details of attacks. Use of hit and tactics, support of civilians.</i></p> <p>3 marks for one developed statement. 4-5 marks for two or more.</p>	3-5
Level 3	<p>Developed exposition of key features</p> <p>An exposition of more than one factor supported by selected knowledge. (One explained factor should be marked at the top of Level 2.)</p> <p><i>eg As level 2. Shows how the method was effective.</i></p> <p>6 marks for two or more factors. 7 marks for answers which show links between factors.</p>	6-7

(c) Target: Analysis of change/recall of knowledge (AO2: 7 marks/AO3: 8 marks) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple or generalised statements of change</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2): Repetition of the provided stimulus material with no development.</p> <p>High Level 1 (3-4): For unfocused description <i>eg The U boats used wolf pack tactics in Battle of Atlantic. (3)</i></p>	1-4
Level 2	<p>Developed statements of change</p> <p>Developed statements using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6): Mainly narrative or one stimulus only. <i>eg As Level 1. More details of German tactics and Allied response.</i></p> <p>High level 2 (7-8): Develops two or more of stimuli or other relevant information.</p>	5-8
Level 3	<p>Developed explanation of change</p> <p>Developed explanation of more than one factor from stimulus and/or additional material and is able to make links between some factors. The answer mainly focuses on the question. (One explained factor should be marked at the top of Level 2.)</p> <p>Low level 3 (9-10): Considers a variety of factors but links are implicit</p> <p>High level 3 (11-12): Considers a variety of factors and links are explicit. <i>Eg As Level 2 but greater focus on changes brought about by Battle of Atlantic in U-boat and anti U-Boat tactics.</i></p>	9-12
Level 4	<p>A sustained argument</p> <p>This considers the inter-relationship between a range of factors from the stimulus and/or additional material.</p> <p><i>eg Links changes in aerial and sea warfare to development of aircraft carrier.</i></p>	13-15

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