

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE in
History (KHI0/4HI0) Paper 01

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General Marking Guidance

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

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Erfurt Union (1850), the alliance between Prussia and Italy (1866), the establishment of the North German Confederation (1867), the Ems Telegram (July 1870), the the Battle of Sedan (September 1870).</i></p> <p>1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This led to the Franco-Prussian War.</i></p> <p><i>eg This was a major victory for Prussia during the Franco-Prussian War.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg The Ems Telegram led to the French declaration of war on Prussia because Bismarck amended the original telegram to make it appear that William of Prussia had snubbed the French ambassador...</i></p> <p><i>eg This was the battle that decided the outcome of the Franco-Prussian War. France was defeated by the Prussians with the loss of 82,000 prisoners including Napoleon III...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of the superior Prussian armies.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was because of the superior Prussian army which had the advantage of excellent leadership, a well-developed railway network and superior armaments including the breech-loading needle gun...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Further explanation of the superior Prussian army. This could be linked to the diplomatic isolation of Austria...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg This was due to the benefits of the Zollverein.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Explains the benefits of the Zollverein especially increased trade between the member states...</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. More details of the development and benefits of the Zollverein including the leadership of Prussia and the absence of Austria.....</i></p>	(6-7)
Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome. 8 marks for explanation of two causes linked to the stated outcome.</p>	(8-10)

	9-10 marks for answers which show how the causes combined to produce the outcome. <i>eg As Level 3. Could link the growth and benefits of the Zollverein to the development of railways ...</i>	
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Total for Question 1 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Law of Convents (1855), the Orsini Bomb Plot (January 1858), the Pact of Plombières (July 1858), Garibaldi's army enter the Papal States (1860), the death of Cavour (1861)</i></p> <p>2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This alarmed Cavour who sent an army.</i></p> <p><i>eg This encouraged Napoleon III to support Italian unification.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg Cavour feared Garibaldi might march on Rome and provoke the Catholic powers of Europe. He sent an army which stopped this advance...</i></p> <p><i>eg This encouraged Napoleon III to support Italian unification as he now believed Austrian involvement in Italy would lead to more terrorism...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg It was because of the quality of Garibaldi's leadership.</i></p> <p>1 mark for one simple explanation 2 marks for two or more</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was the quality of Garibaldi's leadership which inspired support from the people of Naples and Sicily...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome</p> <p><i>eg As Level 2. Links quality of Garibaldi's leadership to the weaknesses of the opposition – king's troops badly led, demoralised and very unpopular...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of one factor using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Napoleon III allied with Piedmont and fought against Austria.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of one factor</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of Franco-Piedmontese defeat of Austria in 1859...</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge At this level the explanation should show how the cause led to the outcome</p> <p>6 marks for one explained factor using own knowledge only 7 marks for one explained factor using the source and own knowledge</p> <p><i>eg As level 2. Additionally more detail on the Franco-Piedmontese defeat of Austria leading to the Treaty of Villafranca and the acquisition of Lombardy...</i></p>	(6-7)

Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg As Level 3. Links the importance of diplomacy and allies with the alliance with France against Austria to gain Lombardy in 1859 and the alliance with Prussia in 1866 which led to the acquisition of Venetia...</i></p>	(8-10)
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Total for Question 2 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Witte appointed Minister of Finance (1893), the formation of the Social Democratic Party (1898), the outbreak of the Russo-Japanese War (1904), the Potemkin Mutiny (1905), the assassination of Stolyp (1911).</i></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>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This supported revolution in Russia.</i></p> <p><i>eg Russia was defeated in the war.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg The Social Democrats followed the ideas of Karl Marx and encouraged revolution and the overthrow of the Tsar...</i></p> <p><i>eg Russian defeat against Japan led to even greater opposition to the Tsar and was a major reason for the 1905 Revolution...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of the assassination of Alexander II.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was the assassination of Alexander II, the father of Alexander III. Repression was brought in to remove all opposition to the Tsar...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Could link impact of assassination of Alexander II to the influence of the extreme conservative and reactionary, Pobedonostsev...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of one factor using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Nicholas II would not give any real power to the dumas.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more</p>	(1-2)
Level 2	<p>Supported explanation of one factor</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of Nicholas II's failure to give power to the four dumas...</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Explains how Nicholas's refusal to allow any real power in the dumas led to increasing opposition from liberal parties such as the Cadets and Octobrists.</i></p>	(6-7)

Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg As Level 3. Could link increased opposition due to Nicholas and the dumas to the repressive policies of Stolypin...</i></p>	(8-10)
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Total for Question 3 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>D'Annunzio occupies Fiume (1919), the start of the Battle of Wheat (1925), the setting up of the Balilla (1926), the Lateran Treaty (1929), the setting up of the Salo Republic (1943).</i></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>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg. This was signed with the Pope...</i></p> <p><i>eg This led to increased wheat production...</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg. This removed differences between the Church and the state and improved relations with Pope by settling long term problems...</i></p> <p><i>eg This led to an increase in grain production by 100% as more land given over to wheat but at the expense of other crops...</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg because of the weakness of the political system.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Italy had too many political parties none of which could secure an overall majority.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Could link weakness of political system to failure of governments to deal with post-war problems...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg He got rid of opponents such as Matteotti.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of consequence</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge. Award marks according to the quality of the explanation.</p> <p><i>eg As Level 1 with more details of removal of opposition including the murder of Matteotti...</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2, explains the removal of opposition through the murder of Matteotti and the banning of other parties and trade unions...</i></p>	(6-7)
Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two consequences linked to the stated outcome.</p>	(8-10)

	9-10 marks for answers which show how the consequences combined to produce the outcome. <i>eg As level 3. Could link removal of opposition to establishing Fascist majority through the Acerbo Law of 1923...</i>	
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Total for Question 4 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The setting up of the Weimar Constitution (1919), the Munich Putsch (1923), the Wall Street Crash (1929) Von Papen becomes Chancellor (1932), the boycott Jewish shops (1933).</i></p> <p>2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Hitler was arrested and put in prison.</i></p> <p><i>eg This led to weak governments.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg. Hitler was arrested and put on trial but was able to use the trial to attack the Weimar Republic and achieved much publicity for the Nazis...</i></p> <p><i>eg This introduced proportional representation which led to many smaller political parties with no one party able to form a government leading to weak coalitions...</i></p>	(3-4)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of the Dawes Plan which reduced reparations.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg The Dawes Plan meant that reparations were reduced and, at the same time, led to a loan with the US which helped economic recovery...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome</p> <p><i>eg As level 2. Could link Dawes Plan with the Rentenmark and the work of Stresemann at home and abroad...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome 7 marks for two or more explained factors which show how the cause led to the outcome 8 marks for answers which show how causes combined to produce an outcome</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg He got rid of all rivals.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of consequence</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge. Award marks according to the quality of the explanation.</p> <p><i>eg As Level 1. Details of how he removed other political parties and the threat of the SA...</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2, explains the removal of other parties and the Night of the Long Knives...</i></p>	(6-7)

Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome. 8 marks for explanation of two consequences linked to the stated outcome. 9-10 marks for answers which show how the consequences combined to produce the outcome.</p> <p><i>eg As Level 3. Could link the removal of rivals with the use of the police state including the SS and the Gestapo...</i></p>	(8-10)
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Total for Question 5 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The beginning of the Washington Naval Conference (1921), the Mukden Incident (1931), the Rome-Berlin Axis (1936), the Munich Conference (1938), German occupation of Czechoslovakia (1939).</i></p> <p>1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This led to the Sudetenland being given to Hitler.</i></p> <p><i>eg This brought Italy and Germany closer together.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This greatly weakened Czechoslovakia by handing over the Sudetenland to Germany...</i></p> <p><i>eg This showed the increased friendship between the two dictators, Hitler and Mussolini and led to much closer relations...</i></p>	(3-4)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of the harsh military terms.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg There was strong opposition to the harsh military terms imposed on Germany which greatly reduced the size of the German armed forces.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome</p> <p><i>eg As level 2. Could link harsh military terms to unpopularity of the territorial changes especially the loss of the Polish Corridor which divided Germany...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg the Great Depression led to the breakdown of international cooperation.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of the impact of the Great Depression on international relations, including Japanese expansion.</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge</p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Shows how depression encouraged expansion and aggression by Japan in Manchuria which the League failed to prevent...</i></p>	(6-7)
Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome.</p>	(8-10)

	<p>9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg As with Level 3. Links the impact of the Great Depression to the expansionist policies of Japan and Italy and the weaknesses of the League of Nations...</i></p>	
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Total for Question 6 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The death of Lenin (1924), the beginning of collectivisation (1929), the beginning of the second Five-Year Plan (1933), the murder of Kirov (1934), Soviet victory in the Battle of Stalingrad (1943).</i></p> <p>2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Set targets for more consumer goods...</i></p> <p><i>eg This led to opposition from the kulaks.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg At first led to increased production of consumer goods but as threat of war with Hitler increased changed to focus on heavy industry...</i></p> <p><i>eg Collectivisation enabled Stalin to get rid of the who opposed the policy and were a threat to his control over the countryside...</i></p>	(3-4)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because he wanted to remove the “Old” Bolsheviks.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg More details of the threat posed by the “Old” Bolsheviks and how Stalin used the Show Trials to remove this threat...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Could link removal of the “Old” Bolsheviks to the use of publicity in the Show Trials to justify the purges...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of one factor using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg This was because of Stalin's position as General Secretary.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of one factor</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of how Stalin used his position as General Secretary to remove rivals and promote supporters.</i></p>	(3-5)
Level 3	<p>Developed explanation of one factor supported by precisely selected knowledge At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Explains why Stalin was able to use his position as General Secretary to strengthen his own position in the Party and weaken that of his rivals especially Trotsky as well as take advantage of Left v Right struggle...</i></p>	(6-7)
Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge At this level the explanation should show how the causes led to the outcome.</p>	(8-10)

	<p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg As Level 3. Could link the strengths of Stalin especially his position as General Secretary to the weaknesses and mistakes of Trotsky...</i></p>	
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Total for Question 7 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Yalta Conference (1945), the 'iron curtain' speech (1946), the setting up of Cominform (1947), the setting up of NATO (1949), Kadar becomes leader of Hungary (1956).</i></p> <p>2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

(4)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This increased East-West rivalry.</i></p> <p><i>eg This led to the division of Germany and Berlin.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This increased East-West rivalry because in the speech Churchill suggested that Europe was now divided because of the policies of the Soviet Union...</i></p> <p><i>eg This led to the division of Germany and Berlin as the Allies agreed that once Germany was defeated then they would each occupy a part of Germany and Berlin...</i></p>	(3-4)

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was because of the Truman Doctrine...</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg More development on the Truman Doctrine and its impact on relations between the Superpowers...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Could link Truman Doctrine to the Marshall Plan and how these worsened relations between the Superpowers...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg The USA was opposed to the Soviet invasion of Hungary.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of change</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of the Soviet invasion of Hungary and the US reaction to it...</i></p>	(3-5)
Level 3	<p>Developed explanation of one change supported by precisely selected knowledge</p> <p>6 marks for one explained change using own knowledge only 7 marks for one explained change using the source and own knowledge</p> <p><i>eg As level 2. Shows how the Soviet invasion of Hungary worsened relations between the two Superpowers as Soviet Union annoyed with reaction of USA...</i></p>	(6-7)

Level 4	<p>Developed explanation and analysis of more than one change using the source and own knowledge</p> <p>8 marks for explanation of two changes 9-10 marks for answers which show explicit links/comparisons between the changes.</p> <p><i>eg As Level 3. Links the U2 Crisis with the building of the Berlin Wall, with both worsening relations between the Superpowers...</i></p>	(8-10)
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Total for Question 8 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Rosenbergs found guilty (1951), Ed Murrow's television programme on McCarthyism (1954), King's "I have a dream" speech (1963), the Voting Rights Act (1965), the formation of the National Organisation for Women (1966).</i></p> <p>2 in correct sequence 1 mark 3 in correct sequence 2 marks 4/5 in correct sequence 3 marks</p>	Maximum 3 marks

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of consequence</p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This encouraged support for his peaceful methods.</i></p> <p><i>eg This campaigned for improved rights for women.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This speech encouraged greater support from black and white Americans for King's peaceful methods of campaigning for civil rights...</i></p> <p><i>eg This organisation achieved greater publicity for women's rights and broadened women's participation in protest.</i></p>	(3-4)

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

(8)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of causation</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was because of the Watergate break-in.</i></p> <p>1 mark for one simple explanation 2 marks for two or more</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg More details of the Watergate break-in and the subsequent investigations of the Washington Post...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	(3-5)
Level 3	<p>Developed explanation and analysis of causation</p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Could link break-in with later evidence provided by the White House tapes...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	(6-8)

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

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change using the source or own knowledge</p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Brown v Topeka and Little Rock led to changes in education.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of change</p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source or own knowledge. 4-5 marks for a supported explanation using the source and own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg More details of Brown v Topeka and Little Rock High School...</i></p>	(3-5)
Level 3	<p>Developed explanation of one change supported by precisely selected knowledge</p> <p>6 marks for one explained change using own knowledge only. 7 marks for one explained change using the source and own knowledge.</p> <p><i>eg As level 2. Greater explanation of how Brown v Topeka and Little Rock High School changed the education of black children...</i></p>	(6-7)

Level 4	<p>Developed explanation and analysis of more than one change using the source and own knowledge</p> <p>8 marks for explanation of two changes 9-10 marks for answers which make explicit links/comparisons between the changes.</p> <p><i>eg As Level 3. Could link success in education to the achievements of the Montgomery Bus Boycott in connection with segregation in public transport...</i></p>	(8-10)
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Total for Question 9 = 25 marks

