



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE in
History (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>Frederick William IV of Prussia refuses to become Emperor of Germany (1849), Bismarck becomes Minister-President of Prussia (1862), the meeting between Bismarck and Napoleon III at Biarritz (1865), the setting up of the North German Confederation (1867), the Proclamation of the German Empire (1871).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive consequence 2 marks 4/5 in correct consecutive 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>e.g. The North German Confederation united the northern states.</i></p> <p><i>e.g. This ended attempts at 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>e.g. This united the northern states under the control of Prussia and was the first stepping-stone to full unification...</i></p> <p><i>e.g. This was a severe blow to the Frankfurt Assembly which soon began to break-up...</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>e.g. Prussia wanted to defeat France.</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>e.g. One reason was because Prussia wanted to defeat France. Napoleon III was a barrier to the unification of Germany...</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>e.g. As Level 2. Further explanation of the opposition of Napoleon III to unification. This could be linked to the need to convince the Southern German states to join a united 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>e.g. Defeat of Austria by stronger 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 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>e.g. Explains the strength of the Prussian armed forces...</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>e.g. As Level 2. More details of the strength of the Prussian armed forces and the weakness of the Austrian armed forces...</i></p>	(6–7)
Level 4	<p>Developed explanation and analysis of more than one factor using the source and own knowledge</p>	(8–10)

	<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. 9–10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>e.g. As Level 3. Could link the weakness of Denmark to the weaknesses of Austria...</i></p>	
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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 Battle of Solferino (1859), Garibaldi's invasion of Sicily (1860), Garibaldi's first attempt to capture Rome (1862), Venetia becomes part of Italy (1866), Rome becomes part of Italy (1870).</i></p> <p>2 in correct consecutive sequence 1 mark</p> <p>3 in correct consecutive sequence 2 marks</p> <p>4/5 in correct consecutive 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>e.g. Italy got control of its main city.</i></p> <p><i>e.g. Italy gained Venice.</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>e.g. Rome became part of the Kingdom of Italy during the Franco-Prussian War which completed the movement for Italian unification...</i></p> <p><i>e.g. The acquisition of Venetia came after the Austro-Prussian War. Italy now gained the important port of Venice...</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>e.g. Because Orsini tried to kill him.</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>e.g. One reason was because of the Orsini Plot when an Italian nationalist threw a bomb at Napoleon III. Napoleon was impressed with the reactions of Victor Emmanuel...</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>e.g. As Level 2. Links Orsini bomb with aim of Napoleon III to weaken Austria. Could include desire to strengthen his position in France, wanted influence in Northern Italy, tradition of sympathy with Italian nationalism...</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 change (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>e.g. Cavour made Piedmont more modern.</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>e.g. Cavour wanted 'a free Church in a free state' and reduced the power of the Church through the Law of Convents...</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>e.g. As Level 2. Additionally more detail on the changes to the church and economic reforms...</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>e.g. As Level 3. Links economic and religious changes and strengthening of Piedmont to the leadership of the movement for Italian unification...</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 Revolutionary Party (1901), Bloody Sunday (1905), the second дума (1907), the Lena Goldfield strike (1912).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. Death of peaceful protestors.</i></p> <p><i>e.g. Led to lots of deaths.</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>e.g. The death of peaceful demonstrators greatly reduced support for the Tsar and was the final spark for the 1905 Revolution ...</i></p> <p><i>e.g. Violent reaction by authorities and the deaths of strikers showed that Nicholas II was still repressive and increased discontent ...</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>e.g. The peasants and workers were unhappy.</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>e.g. One reason was peasant discontent due to harsh conditions and the refusal of Nicholas II to reform due to his belief in autocracy ...</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>e.g. As Level 2. Could link peasant and workers discontent with the refusal of Nicholas II to carry out much needed reform...</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. e.g. <i>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 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. e.g. <i>Explains details of the effects of the assassination of Alexander II on Alexander III.</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. e.g. <i>As Level 2. Explains why Alexander II's death led to repression and why Alexander III carried out a policy of Russification.</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>e.g. As Level 3. Could link impact of assassination of Alexander II to the influence of the extreme conservative and reactionary, Pobedonostsev...</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>The Versailles Peace Settlement (1919), Giolitti resigns as Prime Minister (1921), the start of the Battle for Births (1925), Italian entry into the Second World War (1940), the setting up of the puppet Salo Republic (1943).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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 rewards for mothers who gave birth to more children...</i></p> <p><i>e.g. Mussolini entered on the side of the Nazis ...</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>e.g. The Battle for Births did not succeed in increasing the birth rate in Italy in the late 1920s and the 1930s...</i></p> <p><i>e.g. The war was a disaster for Italy with humiliating defeats in North Africa and the Balkans and it increased the unpopularity of Mussolini ...</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>e.g. Because Italian people were unhappy.</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>e.g. Discontent with terms of Treaty of Versailles and the appeal of Mussolini and the Fascist Party.</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>e.g. As Level 2. Could link discontent with terms of Treaty of Versailles with the appeal of Mussolini and the Fascist Party...</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>e.g. 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 causation</p> <p>The student supports the explanation selecting relevant information.</p> <p>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>e.g. As Level 1 with more details of the 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>e.g. 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 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>e.g. 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 Spartacist uprising (1919), The French occupation the Ruhr (1923), The Locarno Treaties (1925), Von Schleicher becomes Chancellor (1932), Kristallnacht (1938).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. It settled the borders with Germany's neighbours.</i></p> <p><i>e.g. It showed the weakness of the Weimar Government.</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>e.g. The Locarno Treaties brought Germany back into European affairs and led to it joining the League of Nations...</i></p> <p><i>e.g. Weimar Republic was shown to be weak as it had to call upon the Freikorps to put down the uprising...</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>e.g. Because Hitler removed all opposition.</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>e.g. Hitler set up the police state including the Gestapo and the SS and they removed any opposition...</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>e.g. As Level 2. Could link the police state and the removal of opposition to Night of the Long Knives...</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>e.g. The Depression led to unemployment.</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.</p> <p>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>e.g. As Level 1. More details of unemployment which led to increased support for the Nazis...</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>e.g. As Level 2, explains why the use of propaganda increased support for the Nazis...</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. 9–10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>e.g. As Level 3. Could link the growth in unemployment to Goebbels and the effective use of propaganda...</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 Treaty of St Germain (1919), the Corfu Incident (1923), the Kellogg-Briand Pact (1928), Hitler withdraws from the Disarmament Conference (1933), the Hoare-Laval Pact (1935).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. This led to the failure of the Disarmament Conference.</i></p> <p><i>e.g. This condemned 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>e.g. This led to the failure of the Disarmament Conference and then Hitler felt able to begin German rearmament...</i></p> <p><i>e.g. This increased international cooperation as it condemned war as an instrument of diplomacy ...</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>e.g. Because the Japanese invaded Manchuria.</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>e.g. The Japanese invaded Manchuria and the League failed to act decisively...</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>e.g. As Level 2. Could link the Japanese invasion of Manchuria to breaking the Covenant...</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 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>e.g. Britain and France gave way to Hitler.</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>e.g. More details of how Britain and France gave way to Hitler over the Rhineland and Sudetenland...</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>e.g. As Level 2. Shows how relations between Britain and France changed after German invasion of Czechoslovakia in March 1939...</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</p> <p>9–10 marks for answers which show explicit links/comparisons between the changes.</p> <p><i>e.g. As with Level 3. Links French and British appeasement at Munich to change in policy after March 1939...</i></p>	(8–10)
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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 murder of Kirov (1934), the beginning of the Moscow Show Trials (1936), the purges of the armed forces (1937), the beginning of the Fourth Five-Year Plan (1946).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. This weakened the armed forces...</i></p> <p><i>e.g. It led to the purges.</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>e.g. This removed experienced leaders and left the armed forces weakened when Hitler invaded in 1941...</i></p> <p><i>e.g. Stalin used the excuse of his murder to begin a series of purges and the Show Trials...</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>e.g. Because of Stalin'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>e.g. More details of Stalin's strong leadership. Could include his use of scorched earth policy...</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>e.g. As Level 2. Shows how Stalin's leadership ensured that the Soviet Union did not collapse. Could link this with the severity of the Russian winter and its impact on German invasion...</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 consequence (AO2:4), comprehension of source (AO3:3)

(10)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of one 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>e.g. It led to the growth of heavy industry.</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 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.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>e.g. Rapid growth of heavy industry. New industrial centres located in the west...</i></p>	(3–5)
Level 3	<p>Developed explanation of one consequence 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 consequence using own knowledge only. 7 marks for one explained consequence using the source and own knowledge.</p> <p><i>e.g. As Level 2. More details of rapid growth of heavy industry. New industrial centres located in the west. Often poor living and working conditions for the workers ...</i></p>	(6–7)

Level 4	<p>Developed explanation and analysis of more than one consequence 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 effects linked to the stated outcome. 9–10 marks for answers which show how the effects combined to produce the outcome.</p> <p><i>e.g. As Level 3. Could link the rapid growth of heavy industry with the development of new industrial centres in the west...</i></p>	(8–10)

Total for Question 7 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Truman Doctrine (1947), the Soviet Union tests its first atomic bomb (1949), the beginning of the Korean War (1950), the U2 incident (1960), the Bay of Pigs invasion (1961).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. The Soviet Union drew closer to Cuba.</i></p> <p><i>e.g. It worsened relations.</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>e.g. Cuba drew closer to the Soviet Union due to fear of another American invasion and the Soviet Union began to build missile sites on the island...</i></p> <p><i>e.g. It worsened relations between the Superpowers because the USA refused to apologise and Khrushchev stormed out of the Paris Summit...</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>e.g. Stalin wanted to force the West out of Berlin...</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>e.g. Differences over the treatment of Berlin and Germany and the Allied creation of Trizonia and a new Deutschmark...</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>e.g. As Level 2. Could link differences over the treatment of Berlin and Germany and the Allied creation of Trizonia and a new Deutschmark...</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>e.g. Hungary wanted to move away from communism.</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>e.g. Reforms under Nagy, possibility leaving Warsaw Pact, Khrushchev wanted to maintain the Eastern European bloc ...</i></p>	(3–5)
Level 3	<p>Developed explanation of one causation 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>e.g. As Level 2. Explanation of reforms under Nagy. Shows how the possibility of Hungary leaving the Warsaw Pact brought about invasion...</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>e.g. As Level 3. Links Nagy's reforms with the possibility that Hungary could leave the Warsaw Pact...</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 Hollywood Ten (1947), the beginning of desegregation at Little Rock High School (1957), the Equal Pay Act (1963), the Watergate break in (1972), the Privacy Act (1974).</i></p> <p>2 in correct consecutive sequence 1 mark 3 in correct consecutive sequence 2 marks 4/5 in correct consecutive 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>e.g. This led to the Watergate Crisis...</i></p> <p><i>e.g. The Hollywood Ten were found guilty</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>e.g. This led to a crisis when two Washington Post reporters discovered that the Watergate burglars were linked to CREEP...</i></p> <p><i>e.g. The Hollywood Ten were put on trial and refused to answer. They were sacked and spent a year in prison...</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>e.g. This was because women wanted more rights.</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>e.g. Influence of Betty Friedan and her book Feminine Mystique. Eleanor Roosevelt also changed expectations...</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>e.g. As Level 2. Could link Betty Friedan to changed expectations. Influence of other protest movements, the pill and the climate of the 1960s...</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 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>e.g. There were new methods such as sit-ins and the Freedom Rides.</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>e.g. Changes in methods such as sit-ins, Freedom Rides and the marches of 1963...</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>e.g. As Level 2. Greater explanation of changes in methods such as the Freedom Rides, the marches of 1963 and Malcolm X and more violence...</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>e.g. As Level 3. Could link peaceful methods of the Freedom Rides to the protest marches of 1963 and the Selma marches...</i></p>	(8–10)
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Total for Question 9 = 25 marks