

PEARSON EDEXCEL CERTIFICATE History

**Specification and
Sample Assessment Material**

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

First examination June 2014

Issue 2

PEARSON

EDEXCEL CERTIFICATE

History

Specification

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ISBN 978 1 446 90902 7

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Introduction

The Edexcel Level 1/Level 2 Certificate in History is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

The Edexcel Level 1/Level 2 Certificate in History qualification will enable students to:

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in context, recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

Key features and benefits of the qualification

The key features and benefits of the Edexcel Level 1/Level 2 Certificate in History are:

- no tiers of entry which means accessibility for all students
- no compulsory content: teachers choose the areas of study which suit their needs and resources
- questions on all topics in every examination session
- a solid basis to progress to Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.

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Specification at a glance

This Edexcel Level 1/Level 2 Certificate in History comprises two assessments.

- Paper 1 written examination. Students complete two depth studies from 9 choices
- Paper 2 written examination. Students complete one historical investigation from six choices and one breadth study in change from eight choices.

Paper 1		Paper code KHI0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2014		50% of the total Level 1/Level 2 Certificate marks
Overview of content		
Students study at least two depth studies from this list 1-9.		
A maximum of one option from each group can be studied.		
Students must study options from more than one country.		
The following options may not be combined:		
<ul style="list-style-type: none">Option 1 and Option 5Option 2 and Option 4Option 3 and Option 7		
Group A		
1 Development of a nation: Unification of Germany, 1848-71		
2 Development of a nation: Unification of Italy, 1852-70		
3 Autocracy and revolt in Russia, 1881-1914		
Group B		
4 Development of dictatorship: Italy, 1918-43		
5 Development of dictatorship: Germany, 1918-45		
6 A world divided: International relations between the wars, 1919-39		
Group C		
7 Dictatorship and conflict in Russia, 1924-53		
8 A world divided: Superpower relations, 1945-62		
9 A divided union: Civil rights in the USA, 1945-74		
Overview of assessment		
<ul style="list-style-type: none">Students are assessed through an examination based on their depth studies.Students answer two questions, one on each of the depth studies they have studied.There are 50 marks available in total.The examination time is 1 hour and 30 minutes.		

Paper 2	Paper code KHI0/02
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 	50% of the total Level 1/ Level 2 Certificate marks
<p>Overview of content</p> <p>Students choose one historical investigation from this list A1-A6</p> <p>A1 The French Revolution, c1780-94</p> <p>A2 The origins and course of the First World War, 1905-18</p> <p>A3 Russia in revolution, 1914-24</p> <p>A4 The USA, 1917-29</p> <p>A5 Colonial rule and the nationalist challenge in India, 1919-47</p> <p>A6 The fall of communism in Europe, 1979-91</p> <p>Students choose one breadth study in change from this list B1-B7</p> <p>B1 Changing nature of warfare, 1803-1908</p> <p>B2 Changes in medicine, c1845-c1945</p> <p>B3 The changing role of international organisations: the League and the UN, 1919-2000</p> <p>B4 Conflict, crisis and change: The Middle East, c1919-c1995</p> <p>B5 Conflict, crisis and change: China, c1911-c1989</p> <p>B6 Change in Africa from colonialism to independence, 1939-2000</p> <p>B7 The changing nature of warfare, c1936-c2003</p>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change. There are 50 marks available in total. The examination time is 1 hour and 30 minutes. 	

Qualification content

National Qualifications Framework (NQF) criteria

This qualification complies with the requirements of the common criteria prescribed by the regulatory authorities.

Knowledge and understanding

The Edexcel Level 1/Level 2 Certificate in History requires students to demonstrate understanding of:

- history through recalling, selecting and communicating
- the past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change
- source material through comprehension, interpretation and cross-reference, and through evaluation of historical claims

Paper 1

Content overview

Students study at least **two depth studies** from this list 1-9.

A maximum of one option from each group can be studied.

Students must study options from more than one country.

The following options may not be combined:

- Option 1 and Option 5
- Option 2 and Option 4
- Option 3 and Option 7

Group A

- 1 Development of a nation: Unification of Germany, 1848-71
- 2 Development of a nation: Unification of Italy, 1852-70
- 3 Autocracy and revolt in Russia, 1881-1914

Group B

- 4 Development of dictatorship: Italy, 1918-43
- 5 Development of dictatorship: Germany, 1918-45
- 6 A world divided: International relations between the wars, 1919-39

Group C

- 7 Dictatorship and conflict in Russia, 1924-53
- 8 A world divided: Superpower relations, 1945-62
- 9 A divided union: Civil rights in the USA, 1945-74

Assessment overview

- Students are assessed through an examination based on their depth studies.
- Students answer two questions, one on each of the depth studies they have studied.
- There are 50 marks available in total.
- The examination time is 1 hour and 30 minutes.

Detailed unit content

1 Development of a nation: Unification of Germany, 1848-71	
	<ul style="list-style-type: none"> • The importance of the 1848 revolutions • Economic factors favouring unification • Bismarck's aims and methods • Wars against Denmark and Austria • Franco-Prussian War
<ul style="list-style-type: none"> • The key events of 1848-9 including the Frankfurt Assembly, Prussian support for a union of Germany, the Erfurt Union, the opposition of Austria and the refusal of Frederick William of Prussia to become emperor. Effects on German nationalism and liberalism. • The importance of the industrial development of Prussia and a national railway system. The development of the Zollverein – Prussian leadership, wider membership and exclusion of Austria. • The Prussian Budget Crisis 1861. Bismarck becomes Minister-President. Bismarck's determination to unite Germany under Prussian leadership and exclude Austria. Use of diplomacy to isolate rivals and war 'blood and iron'. • Use of Schleswig-Holstein to provoke Denmark. Defeat of Denmark and Convention of Gastein. Diplomacy to isolate and provoke Austria. Sadowa (Koniggratz) and reasons for Prussian victory. Treaty of Prague and establishment of North German Confederation. • Diplomacy to isolate France. The Ems Telegram. Support of southern states. Key events of the Franco-Prussian War. The battles of Sedan and Metz and the siege of Paris. Reasons for the Prussian victory. Treaty of Frankfurt and the Proclamation of the German Empire. 	

2 Development of a nation: Unification of Italy, 1852-70

	<ul style="list-style-type: none">• Cavour's domestic policies• The defeat of Austria• Garibaldi• The Papal States• Venice and Rome
<ul style="list-style-type: none">• Cavour's financial and domestic reforms, economic expansion and his policies to reduce the influence of the Church.• Piedmont and the Crimean War, Orsini and Napoleon III, the Pact of Plombieres, defeat of Austria, Battles of Magenta and Solferino, French withdrawal and the Treaty of Villafranca, revolts in Parma, Modena and Tuscany.• Garibaldi's motives for intervention in Naples and Sicily and the Thousand. Garibaldi's invasion and successes in Sicily and Naples. Proclamation of Kingdom of Italy.• Garibaldi's advance northwards to the Papal States. Reaction of great powers and Cavour. Intervention of Piedmont.• Piedmont and Austro-Prussian War, the second battle of Custoza and Venetia. Piedmont and the Franco-Prussian War and the acquisition of Rome.	

3 Autocracy and revolt in Russia, 1881-1914

	<ul style="list-style-type: none">• The reign of Alexander III• Problems facing Nicholas II, 1894-1905• The 1905 Revolution• The Dumas and Stolypin• The growth of opposition to Tsarist rule
<ul style="list-style-type: none">• Impact of assassination of Alexander II. Alexander III, Pobedonostsev and reaction. Restoration of autocracy, censorship and the policy of Russification.• Weaknesses of Nicholas II as Tsar. Witte and industrial growth. Problems facing Nicholas II including the discontent of the peasants, town workers and subject nationalities (ethnic minorities).• The Russo-Japanese War (1904-5) and Father Gapon and Bloody Sunday (January 1905). Key events of the 1905 Revolution. The Potemkin Mutiny and the setting up of Soviets. The October Manifesto and reasons why Nicholas survived.• The attitude of Nicholas to the first four Dumas. Stolypin's policy of repression and land reform. The Lena Goldfield strike.• Emergence of opposition groups including the Constitutional Democrats (Cadets), Octobrists, Social Revolutionary Party and Social Democrats. Split in Social Democrats – Mensheviks and Bolsheviks.	

4 Development of dictatorship: Italy, 1918-43

- Post-war discontent in Italy
- Growing support for Fascism, 1919-22
- The founding of the Fascist state under Mussolini
- Domestic policies and life in Fascist Italy
- The impact of the Second World War on Italy

- Weaknesses of the Italian system of government. Italian discontent with the Versailles Peace Settlement. The growth of socialism. Failure of Italian government's 1919-22. D'Annunzio and Fiume. Economic and social effects of the war, including the wave of strikes, 1919-20.
- Mussolini and the formation of the Fascist Party, its aims and organisation. Fascist activities 1919-22. Giolitti and Fascist alliance. The March on Rome.
- The Fascist dictatorship – the one-party state, the Acerbo Electoral Law of 1923, the murder of Matteotti, censorship and the police state and the OVRA.
- The Lateran Treaty and the Corporate State. Mussolini's economic policies including the Battles of Wheat and Lira, public works and the draining of the Pontine Marshes. The impact of the Great Depression. The Battle for Births and control of the youth including education and youth movements, the Balilla.
- Entry in 1940. Effects of war on the home front. Growth of opposition and German occupation. Puppet ruler and circumstances leading to Mussolini's death.

5 Development of dictatorship: Germany, 1918-45

	<ul style="list-style-type: none">• The establishment of the Weimar Republic and its early problems• The recovery of Germany, 1924-29• The rise of Hitler and the Nazis• Life in Nazi Germany• Germany during the Second World War
<ul style="list-style-type: none">• The German Revolution of 1918. The strengths and weaknesses of the new Constitution. Reactions to the Treaty of Versailles. The Spartacist uprising and the Kapp Putsch. French occupation of the Ruhr. Causes and effects of hyperinflation.• The work of Stresemann. Rentenmark, Dawes and Young Plan, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.• Hitler and the German Workers' Party. Changes to the party 1920-22. Causes, events and results of Munich Putsch, 1923. Reorganisation of the Party 1924-28. Impact of Wall Street Crash. Nazi methods to win support. Goebbels and propaganda and the work of the SA. Events of 1932 to January 1933 including the role of von Papen, von Schleicher and von Hindenburg.• Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives, the police state, censorship and propaganda. Nazi policies towards women, the young, the Churches and the Jews. Policies to reduce unemployment. The Labour Service, the Labour Front and Strength Through Joy.• Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler including the Edelweiss Pirates, the White Rose Group and the Stauffenberg Plot. Defeat and Hitler's death.	

6 A world divided: International relations between the wars, 1919-39

- The Versailles Settlement
- International cooperation in the 1920s
- The breakdown of cooperation in the early 1930s
- Appeasement, 1935-39
- Reasons for the outbreak of the Second World War

- The aims of the Big Three. Key terms of the treaties of Versailles, St Germain, Sevres, Trianon and Neuilly. Reactions to the peace treaties.
- International cooperation and disarmament: The Corfu incident, the Washington Conference. The Locarno Treaties and the Kellogg-Briand Pact.
- Impact of the world depression, emergence of dictators and the Japanese invasion of Manchuria. Failure of the Disarmament Conference 1932-33. Hitler's challenges to the peace settlement, including rearmament, and the Anglo-German Naval Treaty.
- Reasons for appeasement. Failed Anschluss 1934, Italian invasion of Abyssinia 1935, the Stresa Front, Rhineland 1936, Austria March 1938, the Sudetenland Crisis and the Munich Conference. The Rome-Berlin Axis and the Anti-Comintern Pact.
- German occupation of Czechoslovakia (March 1939), Anglo-French support for Poland, Pact of Steel, the Nazi-Soviet Pact, and the German invasion of Poland. Weaknesses of appeasement.

7 Dictatorship and conflict in Russia, 1924-29

- The leadership struggle, 1924-29
- Five Year Plans and collectivisation
- Purges and Moscow Show Trials
- Cult of personality and the revision of history
- The impact of the Second World War

- The rivals for the leadership including Stalin, Trotsky, Kamenev, Bukharin and Zinoviev. Strengths and weaknesses of Stalin and Trotsky. Stalin's steps to power 1924-29.
- Stalin's economic aims. Key features of industrialisation including Gosplan, the first three Five-Year Plans, Stakhanovites, living and working conditions. Reasons for and nature of mass collectivisation. Kolhkoz and Motor Tractor Stations. Opposition of and removal of kulaks. Success and failures of economic policies. Effects of policies on living and working conditions. The changing role of women.
- Reasons for purges including the murder of Kirov. Key features of the purges of the 1930s. Yezhov, the NKVD and the gulags. Reasons for and features of Moscow Show Trials (1936-38). Purges of the armed forces. Impact of the purges on the Soviet Union.
- Reasons for and methods of the cult of personality. Censorship, propaganda, 'social realism', control of education and the Soviet interpretation of history.
- Early German success 1941-2, Stalingrad and reasons for the revival of the Soviet Union under Stalin. Stalin's popularity. Post-war purges, the Fourth Five-Year Plan and Stalin's death.

8 A world divided: Superpower relations, 1945-62

- Reasons for the Cold War
- Early developments in the Cold War, 1945-49
- The Cold War in the 1950s
- The Berlin Crisis of 1961
- The Cuban Missile Crisis

- Long-term rivalry between the Soviet Union and the West. Differences during the Second World War. Key features of the conferences at Yalta and Potsdam. The Soviet Union and Eastern Europe. The attitude of Truman.
- Soviet expansion in Eastern Europe. Churchill and the 'iron curtain'. The Truman Doctrine and the Marshall Plan. Cominform and Comecon. Differences over Germany. Bizonia. Causes, events and results of the Berlin Crisis 1948-9. Setting up of NATO.
- Korean War, Khrushchev and peaceful co-existence and the Warsaw Pact. The impact of Soviet rule on Hungary, Rakosi, de-Stalinisation, Nagy and his demands. Reasons for Soviet invasion and its effects.
- The U2 incident 1960 and its effects on the Paris Summit Conference. Reasons for the construction of the Berlin Wall 1961 and its effects on relations between East and West and on Germany.
- Castro and relations with USA and Soviet Union. Bay of Pigs. Kennedy and missile sites. Key events of the Cuban missile Crisis. Impact on East-West relations.

9 A divided union: Civil rights in the USA, 1945-74

	<ul style="list-style-type: none"> • The Red Scare and McCarthyism • Civil rights in the 1950s • The impact of Martin Luther King and of Black Power • Protest movements: students, women, anti-Vietnam • Nixon and Watergate
<ul style="list-style-type: none"> • Reasons for the Red Scare including the Cold War 1945-50, Hiss and Rosenberg cases, the FBI, the HUAC and the Hollywood Ten. Methods used by McCarthy and the growth of opposition. Reasons for the downfall. Overall impact of McCarthyism on the USA. • Segregation and discrimination. The work of the Supreme Court. Key events and importance of Brown versus Topeka (1954), Montgomery Bus Boycott (1955) and Little Rock 1957. • Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham and Washington Peace Marches and the 'dream' speech. Civil rights legislation of the 1960s. Selma and Voting Rights. Malcolm X and the Nation of Islam. Reasons for the growth of Black Power, Stokely Carmichael, Bobby Seale and Huey Newton. Race riots especially in the Watts District. The Black Panther movement. • General reasons for the growth of protest movements. The student movement, Berkeley Free Speech movement, and links to war in Vietnam, Students for a Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement and abortion. Phyllis Schlafly and opposition to the women's movement. • Reasons for and key features of the Watergate scandal. Impact on Nixon and US politics. New laws including the Election Campaign Act (1974), the War Powers Act (1973), the Privacy Act (1974) and the Congressional Budget Control Act (1974). 	

Paper 2

Content overview

Students choose **one historical investigation** from this list A1-A6

A1 The French Revolution, c1780-94

A2 The origins and course of the First World War, 1905-18

A3 Russia in Revolution, 1914-24

A4 The USA, 1917-29

A5 Colonial rule and the nationalist challenge in India, 1919-47

A6 The fall of communism in Europe, 1979-91

Students choose **one breadth study in change** from this list B1-B7

B1 Changing nature of warfare, 1803-1908

B2 Changes in medicine, c1845-c1945

B3 The changing role of international organisations: the League and the UN, 1919-2000

B4 Conflict, crisis and change: The Middle East, c1919-c1995

B5 Conflict, crisis and change: China, c1911-c1989

B6 Change in Africa from colonialism to independence, 1939-2000

B7 The changing nature of warfare, c1936-c2003

Assessment overview

- Students are assessed through an examination based on their historical investigation and breadth study in change.
- Students answer one question on a historical investigation from Section A and one question on a breadth study in change from Section B.
- There are 50 marks available in total.
- The examination time is 1 hour and 30 minutes.

Detailed unit content

A1 The French Revolution, c1780-94	
	<ul style="list-style-type: none"> • Long-term causes of the Revolution • Short-term causes of the Revolution • The events of 1789 • Developments 1789-92 • Convention and the Terror • The fall of Robespierre
	<ul style="list-style-type: none"> • The Enlightenment, American War of Independence, the Three Estates, taxation, the attitude of the monarchy, especially Louis XVI. • Financial problems, policies of Calonne Brienne and Necker, poor harvests, the Assembly of Notables. • The Estates General, the Tennis Court Oath, the storming of the Bastille, the Grand Peur, influence of the National Assembly. • Changes brought about by the Constituent Assembly (1789-91), the flight to Varennes, the Legislative Assembly (1791-92), the declaration of war on Austria and Prussia, the coup of August 1792 and the setting up of the National Convention. • The National Convention, the Edict of Fraternity, the trial and execution of Louis XVI, the Committee of Public Safety, the elimination of the Girondins, Robespierre and the Terror. • Reasons for Robespierre's downfall and execution. Achievements of the Revolution in France 1789-94.

A2 The origins and course of the First World War, 1905-18

- The alliance system and international rivalry, 1905-14
- The struggle for control in the Balkans, 1905-14
- The growth of tension in Europe, 1905-14
- The Schlieffen Plan and deadlock on the Western Front
- The War at Sea and Gallipoli
- The defeat of Germany

- The alliance system before 1914 including the Triple Alliance and the formation of the Triple Entente. Economic, imperial and military causes of international rivalry.
- The key issues in the Balkans including the weaknesses of the Ottoman Empire, Balkan nationalism, Austro-Serbian rivalry. The Bosnian Crisis and the Balkan Wars.
- Anglo German rivalry, including the naval race and the Moroccan Crises of 1905-6 and 1911. The assassination at Sarajevo and the events leading to the outbreak of war.
- The Schlieffen Plan and why it failed. The trench system, life in the trenches, new weapons and methods. Reasons for deadlock. Key features of Somme and Passchendaele. Successes and failures. Responsibility of Haig.
- German threat to Britain in North Sea. German raids, Heligoland Bight, Dogger Bank and Jutland. The U-Boat threat, the Lusitania and anti U boat measures. Reasons for and key features of the Gallipoli campaign. Evacuation and effects of campaign
- US entry into war. Key features of the Ludendorff spring offensives (1918). The Allied drive to victory (July-November 1918), revolution in Germany and reasons for German defeat.

A3 Russia in Revolution, 1914-24

- The impact of the First World War
- The February Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy (NEP)

- Russian defeats on the Eastern Front 1914-16. Economic, social and political effects of war on Russia. Influence of Rasputin. Impact of winter of 1916-17.
- Immediate causes of the February Revolution, especially events in Petrograd. The army mutiny. Abdication of Tsar. Setting up of Provisional Government.
- Weaknesses and mistakes of the Provisional Government. The Petrograd Soviet. The activities of Lenin and the Bolsheviks. July Days and Kornilov Revolt. Key events of the Bolshevik takeover. Reasons for success of Bolsheviks, especially the role of Lenin and Trotsky.
- Bolshevik consolidation of power. Decrees, Constituent Assembly and Treaty of Brest-Litovsk. The two sides in the Civil War. Key events and reasons for Bolshevik victory.
- Reasons for and effects of War Communism. The Kronstadt Mutiny.
- Reasons for and effects of NEP. Opposition to the new policy. Death of Lenin.

A4 The USA, 1917-29

- The impact of the First World War on the USA
- Immigration
- Prohibition and gangsterism
- Mass production and the stock market boom
- The Roaring Twenties
- The position of black Americans

- Economic benefits. Isolationism. Attitudes to Versailles settlement and the League of Nations. Protectionist policies.
- Attitudes to immigration. Policies to restrict immigration. The 'Red Scare'. The Sacco and Vanzetti Case.
- Reasons for the introduction of and failure of prohibition. Organised crime, including Al Capone.
- Reasons for economic boom in the 1920s. Henry Ford and mass production. Hire purchase, consumerism and the popularity of the stock market. Problems in farming, including over-production and mechanisation. The decline of older industries.
- The leisure industry, cinema, Jazz, dancing, sport, radio, advertising and motoring, morals and values and the 'Monkey Trial'. The changing position of women, including the flappers.
- The Jim Crow Laws, segregation and discrimination. The Ku Klux Klan. The influence of Marcus Garvey and W.E.B. Du Bois.

A5 Colonial rule and the nationalist challenge in India, 1919-47

	<ul style="list-style-type: none">• The Rowlatt Acts, Amritsar and the Government of India Act 1919• Gandhi and Congress, 1917-29• Key developments in the 1930s• The impact of the Second World War on India• The growth of communal violence, 1946-47• Independence and partition
	<ul style="list-style-type: none">• Impact of First World War on India, terms of and reactions to Rowlatt Acts and the Government of India Act/Dyarchy 1919. Causes, events and significance of the Amritsar Massacre.• Gandhi and his aims and methods. Congress and Swaraj. Civil disobedience. Satyagraha Campaign. Attitude to British, Muslims and untouchables.• Simon Commission, Salt March, Round Table Conferences, Government of India Act 1935, Jinnah and the Muslim League.• Gandhi and Jinnah and attitudes to the Second World War. Cripps Mission, 'Quit India' campaign and Chandra Bose.• The Simla Conference. Attitude and problems of Labour Government. The Cabinet Mission. Direct Action. Muslim/Hindu differences and clashes. Demand for Pakistan.• British decision to withdraw. Work of Mountbatten. British acceptance of partition as a solution. Further communal violence.

A6 The fall of communism in Europe, 1979-91

- Solidarity movement in Poland
- Economic problems in the Soviet Union
- The policies of Gorbachev
- Developments in Eastern Europe, 1988-90
- The Velvet Revolution in Czechoslovakia
- The reunification of Germany

- Reasons for and growth of Polish opposition to Soviet control. The leadership of Lech Walesa. Key events and influence of Solidarity 1980-88. Success of Solidarity 1989-90.
- Overspending due to the invasion of Afghanistan, arms race and Cold War. Inefficiency of Soviet industry and agriculture. Absenteeism, drunkenness. Stagnation under Brezhnev. Changes in leadership 1982-85
- Gorbachev's aims and methods. Perestroika and glasnost in Soviet Union, 'Sinatra' Doctrine in Eastern Europe.
- The loosening Soviet grip on Eastern Europe. Key developments in Hungary, Romania, Poland and Bulgaria.
- Influence of Gorbachev's policies and visit 1987. Growth of opposition to Soviet and communist rule 1987-89. Events in Prague in November/December 1989. Gorbachev and changes in Czech government.
- Growth of opposition in East Germany to communism and Soviet control 1987-89. Key events in autumn 1989. Pulling down the Berlin Wall. Reasons for reunification in 1990.

B1 Changing nature of warfare, 1803-1908

- Warfare at the beginning of the nineteenth century
- Changes in methods of land and sea warfare during the Napoleonic Wars
- Changing methods of land warfare, 1815-1905
- Changing methods of sea warfare, 1815-1908
- Warfare at the beginning of the twentieth century

- Tactics, weaponry, navies and armies at the beginning of the nineteenth century.
- Significance of key Napoleonic campaigns including Ulm and Austerlitz, the Peninsular Campaign and guerrilla warfare, the Russian Campaign and Waterloo. Importance of the Battle of Trafalgar to naval warfare.
- Key developments, including lessons of Crimean War, Prussian Wars of unification including wars with Denmark 1864, Austria 1866 and France 1870-71. British colonial conflicts (Afghanistan and Boer Wars) – new tactics, weaponry (needle-gun) and methods.
- Developments in warships especially change from sail to steam power and from wood to iron ships. Improvements in weaponry especially new breech loading guns and the emergence of underwater torpedoes. Lessons of the Russo-Japanese War.
- On land, developments in heavy artillery and machine guns. Large conscript armies. At sea, the importance of the battleship, emergence of the submarine and the development of the dreadnought.

B2 Changes in medicine, c1845-c1945

	<ul style="list-style-type: none">• Medical knowledge and understanding in the mid-nineteenth century• Changes in surgery and in understanding the causes of disease• Changes in hospital treatment and the role of women in medicine• Developments in public health provision• The importance of the two world wars in bringing about change
<ul style="list-style-type: none">• Lack of understanding of causes of disease. Dangers in surgery. Attitudes to women and medicine, nursing and public health provision. Problems in public health.• Anaesthetics and antiseptics: the work of Simpson and Lister, early opposition, impact of surgery in the nineteenth century. The battle against germs: work of Pasteur, Lister, Koch, Ehrlich, Fleming, Florey and Chain. Importance of penicillin.• Florence Nightingale and Scutari. Changes and improvements in nursing. Elizabeth Garrett and the progress of women in medicine. Improvements in hospitals. Work of Lister. Influence of the two world wars on the role of women in medicine.• Impact of cholera. The work of Chadwick and Snow and public health reform in the nineteenth century: The Public Health Acts of 1848 and 1875 and their impact. Liberal measures 1906-11.• Importance of the First World War for medicine, surgery, X-rays, blood transfusion and fighting infection. Importance of Second World War for the development of penicillin, treatment of burns and skin grafts, blood transfusion and public health.	

B3 The changing role of international organisations: the League and the UN, 1919-2000

- The creation and aims of the League and the UN
- Similarities and differences in the organisation of the League and the UN
- Changes in the work of the League and UN agencies
- Successes of the League and UN
- The weaknesses of the peacekeeping roles of the League and the UN, 1919-2000

- Woodrow Wilson and the setting up of the League. The Covenant of the League of Nations. Setting up of the UN and the UN Charter.
- For the League, the General Assembly, Council, Secretariat, League agencies and commissions and membership in 1920. For the UN the General Assembly and Security Council, Secretariat, secretary-general, UN peacekeeping forces, Human Rights Commission and UN agencies and membership in 1945.
- For the League, the work of the Refugee and Health Organisations, the Mandates Commission and the Disarmament Commission. For the UN, WHO, ILO, FAO, UNESCO and UNICEF.
- Successes of the League including the Aaland Islands (1920), Upper Silesia (1921), the Greek-Bulgarian War (1925), Refugee and Drugs Committee. For the UN, Korean War (1950-53), the Suez Crisis (1956), the Congo (1960-64), the Gulf War (1991) and Mozambique (1990-94). Other case studies chosen by teachers may be used for both organisations.
- General weaknesses of the League and the UN. Failures in Corfu (1923), Manchuria (1931-33) and Abyssinia (1934-36). For the UN, Palestine (1947-48), Hungarian uprising (1956), the Lebanon (1975-85), Somalia (1991-95) and Bosnia (1991-95). Other case studies, chosen by teachers, can be used for both organisations.

B4 Conflict, crisis and change: The Middle East, c1919-c1995

	<ul style="list-style-type: none">• Build up of tension in Palestine• The creation of Israel, the war of 1948-8 and the Suez Crisis of 1956• The Arab-Israeli conflicts of 1967 and 1973• Superpower involvement in the Middle East• The attempts to find a lasting peace, 1979-95
<ul style="list-style-type: none">• The Balfour Declaration. Jewish immigration. Clashes between Jews and Palestinians. The Peel Commission. Arab and Jewish terrorist activities. King David Hotel.• Britain hands over problem to UN. UN partition plan. First Arab-Israeli War. Reason for Israeli victory. Palestinian refugee problem. Law of Return. Nasser's motives for nationalization of Suez Canal. Joint British, French, Israeli attack. UN action and attitude of superpowers. Results of crisis.• Nasser and Arab aims versus Israel. Israeli attack on Arab neighbours in 1967. Events of Six Day War. Israeli gains. Reasons for Israeli success. Impact of war on Israel and on Arab states. Arab attack on Israel on Yom Kippur 1973. Reasons for early Arab success and eventual Israeli recovery. Effects of the war.• Reasons for and examples of US support for Israel. Reasons for and examples of Soviet support for Arab countries. Superpower involvement in the Suez Crisis and the War of Yom Kippur. Impact of the Cold War on events in the Middle East.• Reasons for the Camp David Agreements of 1979 including the motives of Sadat and Carter. The terms of the Agreement and its results. Attempts to achieve peace between Israel and the PLO including the motives of Rabin, Yasser Arafat and the USA. The terms and results of the Oslo Peace Accords of 1993.	

B5 Conflict, crisis and change: China, c1911-c1989

- China 1911-34
- The triumph of Mao and the CCP, 1934-49
- Change under Mao, 1949-63
- The impact of the Cultural Revolution
- China, 1969-89

- The causes, events and results of the 1911 Revolution. China under the Warlords. The May the Fourth Movement. Sun Yat-Sen, Chiang Kai-shek and the Kuomintang. Mao Zedong and the emergence of the Chinese Communist Party. The Northern March and the Shanghai Massacres
- The events and importance of the Long March 1934-5. War with Japan 1937-45 – the role of the CCP, especially the Red Army, and the limitations of Kuomintang. Key features of the Civil War 1946-49. The Battle of Huai-Hai. Reasons for the success of Mao and the CCP in the Civil War.
- Changes in agriculture and industry including the first Five-Year-Plan, attack on landlords, the Agrarian Reform Law, cooperatives and collectives. Changes in the role of women. Political changes including Thought Reform, the Three and Five Antis Campaigns. The Hundred Flowers Campaign. The reasons for, key features and effects of the Great Leap Forward.
- Mao's motives for the Cultural Revolution. Key features of the Cultural Revolution. The Red Guards, education and the 'cult of Mao'. Impact of the Cultural Revolution on China and Mao's position.
- Changes under Deng in education, birth control, agriculture and industry. Emergence of privatisation and westernisation. The rise and fall of the 'Gang of Four'. Deng's opposition to political reform. Origins of Democracy Movement 1979. The 'Democracy Wall' movement and Wei Jingsheng. Support of university students from 1986. Features and aims. Reaction of Deng. Tiananmen Square 1989.

B6 Change in Africa: from colonialism to independence, 1939-2000

	<ul style="list-style-type: none">• The impact of the Second World War• Independence movements in East and West Africa• Changes in the Congo• Independence movements in North Africa• South Africa and the end of apartheid
<ul style="list-style-type: none">• The weakening of the colonial powers, especially Britain and France. The political, economic and social effects of the war on Africans. Strengthening of nationalism in many African states. Changing attitudes to colonialism. Pressures from the USA and the UN to end colonialism.• West Africa – independence movements in Gold Coast (Ghana) and Nigeria and the achievements of Nkrumah. In East Africa, independence movements in Kenya, Tanzanyika (Tanzania) and Uganda and the achievements of Kenyatta, Nyerere, Obote and Amin.• Reasons for Belgian withdrawal and subsequent civil war. Lumumba, UN intervention and its effects. The achievements of Mobutu.• Independence movements in Algeria and Tunisia and reasons for French withdrawal. The achievements of Habib Bourghiba and Ben Bella.• The Nationalist Party, Dr Malan and the system of apartheid. Support for and opposition to apartheid at home and abroad. Effects of international sanctions. Changes in apartheid under Botha. The release of Nelson Mandela. The role of Mandela, the ANC and de Klerk in the end of apartheid. The transition to black majority rule.	

B7 The changing nature of warfare, c1936-c2003

- The nature of warfare in the early 1930's
- Changing methods of land warfare
- Changing methods of sea and aerial warfare
- The developments of atomic and nuclear weapons
- Warfare at the beginning of the twenty first century

- Methods of warfare including gas, tanks and heavy artillery. Emergence of submarines and military aircraft – fighter and bomber planes.
- Blitzkrieg in Poland, Western Europe and the Soviet Union. Amphibious operations such as D-Day and the Allied advance 1944-45, including Arnhem and the Battle of the Bulge. The importance of Arab-Israeli conflicts and the first Gulf War. Guerrilla warfare especially in Vietnam and Afghanistan.
- The Battle of the Atlantic and developments in U-boat warfare. The development of the aircraft carrier and its importance in the War in the Pacific 1941-45 and the Falklands War. Nuclear submarines. The Battle of Britain, the Blitz, V weapons and the allied bombing of Germany. Importance of aircraft in Arab-Israeli Wars and first Gulf War.
- Reasons for dropping atom bombs in 1945. Key developments in nuclear warfare, especially the arms race 1945-90, and development of other weapons of mass destruction. MAD theory and attempts at arms limitation.
- Continuing importance of conventional warfare. Impact of terrorism, especially 9/11. High-tech warfare.

Assessment

Assessment summary

Paper 1 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Paper 2 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Summary of table of assessment

Paper 1	Paper code KH10/01
Overview of assessment	
<ul style="list-style-type: none">• Students are assessed through an examination based on their depth studies.• Students answer two questions, one on each of the depth studies they have studied.• There are 50 marks available in total.• The examination time is 1 hour and 30 minutes.	
Paper 2	Paper code KH10/02
Overview of assessment	
<ul style="list-style-type: none">• Students are assessed through an examination based on their historical investigation and breadth study in change.• Students answer two questions, one question on their historical investigation and one question on their breadth study in change.• There are 50 marks available in total.• The examination time is 1 hour and 30 minutes.	

Assessment Objectives and weightings

	% in Level 1/Level 2 Certificate
AO1: Recall, select and communicate their knowledge of history	37%
AO2: Demonstrate their understanding of the past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change	36%
AO3: Use a range of source material to: i) Comprehend, interpret and cross-refer sources ii) Evaluate historical claims	27%
TOTAL	100%

Relationship of Assessment Objectives to papers for Edexcel Level 1/Level 2 Certificate in History

Paper number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Paper 1	24%	20%	6%	50%
Paper 2	13%	16%	21%	50%
Total for Level 1/Level 2 Certificate	37%	36%	27%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel International GCSE in History.

Classification code

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equalities Act (2010)

Please see the Edexcel website (www.edexcel.com) for information relating to the Equalities Act.

Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. As this is a linear qualification, both papers must be taken in the same examination series.

Your student assessment opportunities

Paper	June 2014	June 2015	June 2016	June 2017
Paper 1	✓	✓	✓	✓
Paper 2	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current *GCSE/GCE Code of Practice*, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The Edexcel Level 1/Level 2 Certificate in History will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel Level 1/Level 2 Certificate in History will be 2014.

Students whose level of achievement is below the minimum judged by Edexcel to be of a sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination must be produced in English.

Stretch and challenge

Students can be stretched and challenged in the assessment of this qualification through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing, use of a wider range of question types to address different skills – for example open-ended questions, case studies.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for History as defined by the National Curriculum Orders for England.

Progression

This qualification supports progression to:

- GCE AS and A Levels in History.

Grade descriptions

Grade A

Candidates recall, select and communicate historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned, and well-substantiated explanations and analyses which consider the key features and concepts of history including causation, consequence and change.

Candidates interpret, comprehend and use critically a range of sources of information, in their historical context, to investigate issues and reach reasoned and substantiated conclusions. They evaluate historical claims and make reasoned judgements drawing on evidence.

Grade C

Candidates recall, select and communicate historical knowledge of the specification to support, generally with accuracy and relevance, their descriptions and explanations of the events and periods studied.

Candidates produce structured descriptions and explanations of the key features and concepts of history including causation, consequence and change. Their descriptions and explanations show understanding of relevant causes, consequences and changes.

Candidates interpret, comprehend and use a range of sources of information to investigate issues and draw relevant conclusions. They evaluate historical claims and make sound judgements drawing on evidence.

Grade F

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness in investigating historical issues and drawing simple conclusions.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – to make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com.

Appendices

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Appendix 1: Wider curriculum

Signposting and development suggestions

Issue	Paper	Opportunities for development
Spiritual	1 and 2	<ul style="list-style-type: none"> Paper 1 – through study of the impact of religion on historical events, eg topic 3
Moral	1 and 2	<ul style="list-style-type: none"> Paper 1 – through study of the morality of dictatorship in topics 4, 5 and 7
Ethical	1 and 2	<ul style="list-style-type: none"> Paper 2 – through study of the impact of colonialism on Africa in B6
Social	1 and 2	<ul style="list-style-type: none"> Paper 2 – through study of changes in medicine in option B2
Legislative	1 and 2	<ul style="list-style-type: none"> Paper 2– through study of the changing role of international organisations and associated legislation in topic B3
Economic	1 and 2	<ul style="list-style-type: none"> Paper 1 – through study of international relations between the wars in option 6
Cultural	1 and 2	<ul style="list-style-type: none"> Paper 2 – through study of international organisations in option B3
European initiatives	1 and 2	<ul style="list-style-type: none"> Paper 2– through study of international organisations in option B3

Appendix 2: Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QAN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: 600/3622/9
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	KHI0
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> • enter a student for assessment • aggregate the student's paper scores to obtain the overall grade for the qualification. 	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.

PEARSON

EDEXCEL CERTIFICATE

History

Sample Assessment Material

Pearson Edexcel Level 1/Level 2 in History (KH10)

First examination June 2014

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Sample Mark Scheme	23

Paper 2

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General Marking Guidance

All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.

Mark schemes should be applied positively. Students 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.

Pearson Edexcel Certificate

History

Paper 1

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

KHI0/01

Question and Sources Booklet

Do not return this booklet with your Answer Booklet

Turn over ►

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PEARSON

Contents

Depth Studies

- **Answer two questions**
- **Answer a maximum of one question from each group**
- **Do not combine the following:**
 - Option 1 and Option 5
 - Option 2 and Option 4
 - Option 3 and Option 7

Group A

1	Development of a nation: Unification of Germany, 1848–71	Page 3
2	Development of a nation: Unification of Italy, 1852–70	Page 4
3	Autocracy and revolt in Russia, 1881–1914	Page 5

Group B

4	Development of dictatorship: Italy, 1918–43	Page 6
5	Development of dictatorship: Germany, 1918–45	Page 7
6	A world divided: International relations between the wars, 1919–39	Page 8

Group C

7	Dictatorship and conflict in Russia, 1924–53	Page 9
8	A world divided: Superpower relations, 1945–62	Page 10
9	A divided union: Civil Rights in the USA, 1945–74	Page 11

Depth Studies

Answer TWO questions.

1: 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

Explain **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 1 = 25 marks)

2: 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
-------------------------	-----------------	-----------------	---------------------------	------------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

The Orsini Bomb

or

The Crimean War

Explain **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 2 = 25 marks)

3: Autocracy and revolt in Russia, 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

Explain **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 3 = 25 marks)

4: 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
-------------------	---------------------	-------------------	-------------------------------------	--------------------------

Write these events in the correct chronological sequence.

(3)

(b) Choose **either** The Murder of Matteotti **or** The Acerbo Electoral Law

Explain **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 4 = 25 marks)

5: 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**

Hyperinflation

or

The Treaty of Versailles

Explain **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 5 = 25 marks)

6: 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

Explain **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 6 = 25 marks)

7: Dictatorship and conflict in Russia, 1924–53

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

The start of the Moscow Show Trials	The third Five-Year Plan	Trotsky expelled from the Politburo	Murder of Kirov	The start of mass collectivisation
-------------------------------------	--------------------------	-------------------------------------	-----------------	------------------------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either**

Trotsky expelled from the Politburo

or

Mass collectivisation

Explain **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 explain the changes in industry in the Soviet Union in the years 1928–41.

(10)

(Total for Question 7 = 25 marks)

8: 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
------------------------	-----------------------------------	---------------------------------	-------------------	------------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** The building of the Berlin Wall **or** The setting up of NATO

Explain **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 8 = 25 marks)

9: 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
-------------------------	--------------------	----------------------------	----------------------------	--------------------

Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** Little Rock High School **or** The Rosenberg Case

Explain **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 9 = 25 marks)

TOTAL FOR PAPER = 50 MARKS

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Surname		Other names	
Pearson Edexcel Certificate		Centre Number	Candidate Number
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<h1 style="margin: 0;">History</h1> <h2 style="margin: 0;">Paper 1</h2>			
Sample Assessment Material		Paper Reference	
Time: 1 hour 30 minutes		KHI0/01	
You must have: Question and Sources Booklet (enclosed)			Total Marks <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions.
- Ensure you answer questions from the correct specification option.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

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

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐

(a)

(b)

(c)

(d)

(Total for Question = 25 marks)

Indicate your second question choice 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 (☒).

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐

(a)

(b)

(c)

.....

.....

(d)

(Total for Question = 25 marks)

TOTAL FOR PAPER = 50 MARKS

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Paper 1

Sample Mark Scheme

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

Question Number	Answer	Mark
(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	Maximum 3 marks

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg The Frankfurt Assembly did not help German Unification.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was that Bismarck wanted to remove Austrian influence in German affairs.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows importance of Austro-Prussian rivalry and Bismarck's desire for Prussian dominance and how Bismarck used Holstein and provoked Austria into war.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Prussia defeated 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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of defeat of France or support of southern states.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Declaration of German Empire and Treaty of Frankfurt led to German unification. Defeat of France removed major obstacle to unification.</i></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>	(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><i>eg The Franco-Prussian War played an important role in the unification of Germany by removing the barrier of French opposition to a strong Germany. However, the most important part played by the war was to convince the southern states to join with the North German Confederation....</i></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>	(8-10)
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Total for Question 1 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p>Crimean War, Orsini bomb, Pact of Plombières, Battle of Solferino, Treaty of Villafranca.</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 candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Orsini Bomb helped the cause of Italian unification.</i></p>	(1-2)
Level 2	<p>Explanation of consequence</p> <p>The candidate gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg Piedmont fought on side of Britain and France in Crimean War. This encouraged greater support from these countries for Italian unification.</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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting 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>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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 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 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 causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Garibaldi sailed to Sicily.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Garibaldi raised a volunteer army of a thousand and sailed to Sicily where he conquered the island.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Additionally shows how Garibaldi captured Naples and Sicily. Explains the reactions of Cavour.</i></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>	(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><i>eg The capture of Naples and Sicily gave Garibaldi the confidence to advance northwards to the Papal States. However, the most important factor was the raising of the thousand because this inspired widespread support for unification on the south of Italy.</i></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>	(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>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 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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg The defeat of Russia in war with Japan. Returning soldiers very discontented.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how revolution came about because of discontent of peasants, workers, subject nationalities and Bloody Sunday.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg He did not keep his promises.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Tsar's attitude towards the Dumas, Stolypin's repressive policies.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how Tsar became more unpopular following death of Stolypin, repression and Lena Goldfield and the failure of the dumas.</i></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>	(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><i>eg Nicholas II became more unpopular due to the repressive policies followed in the aftermath of the 1905 Revolution. However, the main reason was his failure to give power to the Dumas...</i></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>	(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>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 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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg The murder of one of the chief opponents of Mussolini, probably by Fascists, meant the removal of the greatest threat to Mussolini's dictatorship.</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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Meant improved relations between Mussolini and the Pope by settling areas of difference.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how agreement, increased prestige for Mussolini, although some differences in 1930s.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Some of his policies did not work.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of policies that did not work, such as Battles of Lira and Wheat, Fascist oppression.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how Mussolini lost support by the end of the 1930s because of lack of success abroad, taking a long time to defeat Abyssinia, increasingly in the shadow of Hitler and failure of economic policies.</i></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>	(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><i>eg Limited success abroad was one reason why Mussolini became less popular in the 1930s. However, the main reason was the failure of his economic policies especially the Battle for Lire and Wheat...</i></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>	(8-10)
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Total for Question 4 = 25 marks

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

(3)

Question Number	Answer	Mark
(a)	<p>Treaty of Versailles, Kapp Putsch, French occupation of Ruhr, hyperinflation, Dawes Plan</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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because German 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 candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was the Depression which led to six million out of work.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how Hitler's promises, activities of SA, Nazi propaganda led to increased support for Nazis.</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 causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Women lost their jobs.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Details of loss of employment opportunities, domestic role, incentives to marry.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how Nazi vision of the three Ks changed position of women in domestic role, marriage and employment opportunities.</i></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>	(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><i>eg The employment opportunities for women became much more restricted in Nazi Germany. However, the most important change was to, once again, place married women at the centre of family life...</i></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>	(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>Setting-up League of Nations, Corfu Incident, Locarno Treaties, Abyssinian Crisis, the reoccupation of the Rhineland.</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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg German nationals in area, Hitler's support for Sudeten Germans.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows Hitler's demands and Anglo-French desire for appeasement brought about crisis.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Hitler invaded Poland.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Events of 1939, German occupation of Prague, Anglo-French promises to Poland.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how Hitler's aims and policies in 1939 v Czechoslovakia, Poland and the Nazi-Soviet Pact led to the outbreak of war in Europe.</i></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>	(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><i>eg Hitler's occupation of the rest of Czechoslovakia led Britain and France to guarantee Poland. However, the Nazi-Soviet Pact was the most important short-term reason for the outbreak of war in Europe, because Soviet neutrality cleared the way to a German invasion of Poland...</i></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>	(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>Trotsky expelled from Politburo, the start of mass collectivisation, murder of Kirov, the start of the Moscow Show Trials, the third Five Year Plan.</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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of causation</p> <p>The candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Murder of Kirov, to get rid of rivals and secure his leadership.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how Stalin had economic motives-kulaks, ensure success of Five Year Plans, and military-army 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 causation using the source or own knowledge</p> <p>The candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Big increases in production.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Gosplan and the Five Year Plans.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how industry changed by new location, Stakhanovites, living and working conditions.</i></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>	(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><i>eg The location of Soviet industry changed with the main industrial centres moving further east. However, the most important change was in the rapid growth of heavy industry especially during the First Five-Year Plan...</i></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>	(8-10)
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Total for Question 7 = 25 marks

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

(3)

Question Number	Answer	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 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 candidate gives an explanation which lacks 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>Explanation of consequence</p> <p>The candidate gives an explanation supported by 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)

(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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of capitalism and 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 candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Differences at Yalta and Potsdam, ideological differences, attitude of Truman.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how US use of atom bomb, Truman Doctrine and Marshall Plan worsened relations.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Because the Soviet Union had missiles on Cuba.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Khrushchev and missiles, US spy plane and missile sites, attitude Kennedy.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows how Kennedy's attempts to undermine the Castro government and Khrushchev's decision to place missiles on Cuba precipitated the crisis.</i></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>	(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><i>eg Kennedy's policies did much to drive Cuba closer to the Soviet Union. However, the most important reason for the crisis was Khrushchev's decision to put missile sites on Cuba, very close to the US mainland...</i></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>	(8-10)
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Total for Question 8 = 25 marks

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

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

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple explanation of consequence The candidate gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations. <i>eg This was a case about spying.</i>	(1-2)
Level 2	Explanation of consequence The candidate gives an explanation supported by relevant contextual knowledge. <i>eg This brought a lot of publicity in USA and worldwide and forced the US president, Eisenhower, to get involved.</i>	(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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because many students 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 candidate supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Desire for more say in universities, opposition to war in Vietnam.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes.</p> <p>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. Shows how student movement linked to civil rights, protest singers and international movement.</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 candidate gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Martin Luther King (MLK) became the leader of the Civil Rights Movement.</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 candidate supports the explanation selecting relevant information.</p> <p><i>eg Methods used by MLK, Washington March, 'I have a dream' speech.</i></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.</p> <p>Award marks according to the quality of the explanation.</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><i>eg As level 2. Shows impact of Montgomery in 1950s on MLK and influence with Kennedys in early 1960s and the importance of the civil rights marches.</i></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>	(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><i>eg The Montgomery Bus Boycott was Martin Luther King's first national success. However, his most important role was in establishing peaceful methods of campaigning based on those of Gandhi in India which did much to influence presidents Kennedy and Johnson...</i></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>	(8-10)
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Total for Question 9 = 25 marks

Pearson Edexcel Certificate

History

Paper 2

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

KHI0/02

Question and Sources Booklet

Do not return this booklet with your Answer Booklet

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PEARSON

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Section A

Historical Investigation

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

A1: The French Revolution, 1780–94

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. 'Impôts' 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 unnailing. 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) What can you learn from Source A about the Three Estates in France before 1789? (3)

Study Sources B and C.

- (b) How far 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 cause of 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 A1 = 25 marks)

A2: The origins and course of the First World War, 1905–18

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: An eye witness account of a British attack on the German trenches on 1 July 1916.

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: A description of 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) What can you learn from Source A about fighting on the Western Front during the First World War?

(3)

Study Sources B and C.

- (b) How far 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 cause of 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 A2 = 25 marks)

A3: 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 three dogs represent leading White commanders.



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) What can you learn from Source A about the Whites during the Civil War? (3)

Study Sources B and C.

- (b) How far 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.

- (c) 'The main cause of 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 A3 = 25 marks)

A4: 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: From a speech by Herbert Hoover 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) What can you learn from Source A about life in the USA during the 1920s? (3)

Study Sources B and C.

- (b) How far 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 cause of 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 A4 = 25 marks)

A5: 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) What can you learn from Source A about the Amritsar Massacre? (3)

Study Sources B and C.

- (b) How far 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 cause of 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 A5 = 25 marks)

A6: 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.



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) What can you learn from Source A about the relations between Lithuania and the Soviet Union?

(3)

Study Sources B and C.

- (b) How far 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 cause of 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 A6 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

Section B

Breadth Study in Change

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

B1: The changing nature of warfare, 1803–1908

Source: From a history of warfare, published in 2002, describing the Battle of Trafalgar.

Nelson, with only 27 ships to 33, was outnumbered. However, Nelson was so confident of the superior seamanship of his men that he steered his ships, in a formation of two columns, into the enemy line. Nelson himself was killed in the Battle, but 18 of the enemy ships were captured or sunk for no losses of British ships. The battle ended any hope that Napoleon had of invading Britain.

- (a) What does this Source tell us about the Battle of Trafalgar? (3)
- (b) Explain the key features of **either** the Peninsular Campaign **or** the Battle of Waterloo (1815). (7)
- (c) How far did land warfare change in the years 1854–1905?

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

- The Crimean War, 1854–56
- The German wars of unification, 1864–71

(15)

(Total for Question B1 = 25 marks)

B2: Changes in medicine, c1845–c1945

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) Explain the key features of the work in medicine of **either** Pasteur **or** Koch.

(7)

(c) How far 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.

- Florence Nightingale and developments in nursing
- The influence of the two world wars

(15)

(Total for Question B2 = 25 marks)

B3: 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) Explain the key features of the peacekeeping role of the United Nations in **either** the Korean War (1950–53) **or** the Congo (1960–64). (7)

(c) How far did agencies of the League of Nations and the United Nations improve the lives of people in the years 1920–2000?

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

- The International Labour Organisation
- The World Health Organisation

(15)

(Total for Question B3 = 25 marks)

B4: Conflict, crisis and change: The Middle East, c1919–95

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 24 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) Explain the key features of **either** the Six Day War of 1967 **or** the Yom Kippur War of 1973.

(7)

(c) How far was the Second World War responsible for the creation of the state of Israel in 1948?

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

- Jewish migration to Palestine, 1919–39
- The impact of the Second World War

(15)

(Total for Question B4 = 25 marks)

B5: Conflict, crisis and change: China c1911–89

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) Explain the key features of **either** the Cultural Revolution **or** the democracy movement of 1979–89. (7)
- (c) How far 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.

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

(15)

(Total for Question B5 = 25 marks)

B6: Change in Africa from colonialism to independence, 1939–2000

Source: From a history 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) Explain the key features of the independence movement in **either** Ghana (Gold Coast) **or** Kenya. (7)
- (c) How far were the policies of FW de Klerk responsible for bringing an end to apartheid in South Africa?

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

- The activities of the ANC and UDF in the years 1982–94
- The policies of FW de Klerk

(15)

(Total for Question B6 = 25 marks)

B7: The changing nature of warfare c1936–c2003

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) Explain the key features of **either** blitzkrieg **or** guerrilla warfare. (7)
- (c) How far 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.

- Changes in aerial warfare in the years 1945–75
- Changes in submarine warfare during and after the Second World War

(15)

(Total for Question B7 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

TOTAL FOR PAPER = 50 MARKS

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<h1 style="margin: 0;">History</h1> <h2 style="margin: 0;">Paper 2</h2>			
Sample Assessment Material Time: 1 hour 30 minutes		Paper Reference KHI0/02	
You must have: Question and Sources Booklet (enclosed)			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions, **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Section A

You must answer ONE question from 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 (☒).

A1 ☒ A2 ☒ A3 ☒ A4 ☒ A5 ☒ A6 ☒

(a)

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(b)

(c)

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(Total for Question = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

Section B

You must answer ONE question from 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 ☒ B7 ☒

(a)

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(b)

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(c)

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(Total for Question = 25 marks)

94

Paper 2

Sample Mark Scheme

Section A

A1 (a) Target: Source comprehension and interpretation (AO3) (3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows a peasant being crushed by a large stone.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the peasants pay most of the taxes.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the peasants pay most of the taxes because it shows a peasant being crushed by a large stone which represents the taxes.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO3) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support / differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about Louis.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <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>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <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> 5-6 marks for cross-referencing for support and challenge 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><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.</p> <p><i>eg Source A shows that the peasants were unhappy.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A says that it was due to the three Estates, with the first and second estates repressing the peasants. Source D says it was due the bad harvests of 1788 which led to a rise in the price of food.</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason for the French Revolution was the over spending of the French King which forced Louis XVI to increase the taxes and the burden on the peasants shown in Source A.</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the 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>	(13-15)
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Total for Question A1 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows fighting in the trenches.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the British troops had shown great bravery and determination.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the British troops had shown great bravery and determination because in the painting they have reached and captured the German trench.</i>	(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value. 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about the attacks on the Somme.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>eg Support, as both suggest heavy casualties. Source B suggests machine guns and barbed wire, C suggests due to strong barbed wire.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <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> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase 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 says it was due to out-of-date ideas by the commanders.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source B says that it was due to the strong German defences, especially the barbed wire and machine guns. The Germans had been reinforcing their defences for several weeks. Source D says it was the commanders on both sides who had no idea how to fight trench warfare....</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason for the deadlock was the failure of new weapons such as gas and tanks. The early tanks were too slow and were not used effectively and the use of gas masks reduced the impact of poisonous gas...</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Although there were attempts to use new techniques and weapons, such as the creeping barrage and tanks, the commanders played an important part, due to their failure to use new weapons effectively. However, the fundamental reason was the strength of the trench system, reinforced by the use of the machine-gun...</i></p>	(13-15)
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Total for Question A2 = 25 marks

A3 (a) Target: Source comprehension and interpretation (AO3)**(3)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg In the cartoon there are three vicious dogs.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the western powers were controlling the white commanders.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the western powers were controlling the white commanders because in the cartoon they are shown holding the leads of the three dogs who represent the white commanders.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO3)**(7)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources disagree about the strengths of the two sides.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <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>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some support. Both agree that Red Army was strong. Overall, strong differences between two.</i> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><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.</p> <p><i>eg Source C says that it was because the Bolsheviks controlled most of Russia.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source C says that it was because the Bolsheviks controlled most of the resources of old Russia which included Moscow and Petrograd. Source B says that the Whites were better equipped, better trained and outnumbered the Reds...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason was the weakness of the White armies which is shown in Source A. There was little co-operation between the commanders who failed to co-ordinate their attacks against the Bolsheviks...</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Trotsky played the most important role through his leadership of the Red Army. He was able to make effective use the strengths of the Reds, especially their control of central Russia to exploit the weaknesses of the Whites especially their lack of unity...</i></p>	(13-15)
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Total for Question A3 = 25 marks

A4 (a) Target: Source comprehension and interpretation (AO3)

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The source shows an expensive car and two women.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that some people in the USA were well off in the 1920s.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that some people in the USA were well off in the 1920s because the advertisement shows an expensive looking car and well dressed women.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO3)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about life in USA.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <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>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <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> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) **(15)**

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><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.</p> <p><i>eg Source C says that it was due to increased car ownership.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source D says that it was due the government policies of the 1920s with their belief in laissez-faire, not interfering. Source A says it was due to increased wages and a fall in the cost of living...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason for the development was new methods of mass production such as the assembly line...</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg The car industry was important because it stimulated the growth of other industries and showed the benefits of the assembly line for increased production. However, government policies provided the essential conditions in which the car industry could flourish...</i></p>	(13-15)
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Total for Question A4 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg It shows British troops firing on a crowd.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that many unarmed people were killed by the British troops.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that many unarmed people were killed by the British troops because the illustration shows a great number of dead bodies with no sign of weapons.</i>	(3)

(b) Target: Corroboration by cross-referencing of sources (AO3)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about relations between Britain and India.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <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>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <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> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><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.</p> <p><i>eg Source D says it was due to the Government of India Act which did not please the Indians</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source A says that it was due to the way the British treated the Indians, with great cruelty especially after the Amritsar Massacre. Source D says it was due to the Government of India Act because it did not give Indians what they wanted....</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason was the activities of Gandhi whose methods of direct action turned and the reaction of the authorities turned many Indians against British rule....</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg The Government of India Act was important because it left too much control with the 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. The most important reason was Gandhi was able to exploit Amritsar and the Government of India Act to win mass support for an end to British rule...</i></p>	(13-15)
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Total for Question A5 = 25 marks

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Candidate offers a piece of information from the source <i>eg The photograph shows a banner with 'Red Army go home'.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that some Lithuanians opposed Soviet control of their country.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that some Lithuanians opposed Soviet control of their country because the photograph shows protestors holding anti-Soviet banners.</i>	(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Simple statements which identify support/differences at face value 1 mark: summarises or paraphrases the sources. 2 marks for generalised comparisons. <i>eg The two sources agree about Gorbachev's policies.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <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>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <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> 5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	(5-7)

(c) Target: recall selection and communication of knowledge of history (AO1:3), explanation of causation (AO2:4), evaluation of historical claims (AO3:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple evaluation, based on sources and/or own knowledge</p> <p>Answers make generalised comments about the claim with little focus on the question.</p> <p>1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.</p> <p><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.</p> <p><i>eg Source A says it was due to hatred of the Soviet Union.</i></p>	(1-4)
Level 2	<p>Supported evaluation offering evidence about the historical claim</p> <p>5-6 marks for answers for or against the view of causation, supported from the sources and/or own knowledge.</p> <p>7-8 marks for answers for and against the view of causation supported from the sources and/or own knowledge.</p> <p><i>eg Source D says it was due to anti-Communist feeling in countries of Eastern Europe, the desire to break free of the Soviet Union. Source C says it was due to the 'Sinatra Doctrine' which allowed countries in Eastern Europe to decide their future...</i></p>	(5-8)
Level 3	<p>Developed evaluation of the evidence for and against the historical claim</p> <p>9-10 marks for examining the view of causation using selected evidence from three or more of the sources or own knowledge.</p> <p>11-12 marks for examining the view of causation using selected evidence from three or more of 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. A further reason was the influence of the Solidarity Movement in Poland, the first direct challenge in the 1980s to Soviet control of Eastern Europe...</i></p>	(9-12)

Level 4	<p>Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement</p> <p>The answer is supported by precisely-selected evidence from three or more of the sources and own knowledge.</p> <p>13-14 marks for an explicit judgement on the importance of one factor. 15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Hatred of Soviet Union was important but had been there since 1940s. The Solidarity Movement provided a precedent for protest but had enjoyed short-term success in Poland. Of greater importance was the new policy of Gorbachev which provided stimulus to reformers in Eastern Europe to attack and undermine communist regimes.</i></p>	(13-15)
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Total for Question A6 = 25 marks

Section B

B1 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg British seamen better, French seamen poor, British sailors better trained, French seamen undisciplined.</i></p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting 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>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally 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>5-6 marks for one or more features. Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2: 8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg During the German wars of unification Prussia defeated France and Austria.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Prussian victories and tactics.</i></p> <p>High level 2 (7-8) Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial. 10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial. 11 marks: considers the stimuli only making links/comparisons explicit. 12 marks: considers stimuli and other aspects making links/comparisons 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	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg Judgement on the slow progress up to the 1850s highlighted by the outdated tactics of the Crimean War compared to the more rapid developments of the 1860s shown by the Prussian wars of unification....</i>	(13-15)
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Total for Question B1 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 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>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting 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>3-4 marks for one or more supported explanations. Award marks according to range/depth of support</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how Pasteur's and Koch's more scientific methods changed medical understanding.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support.</p> <p>7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2: 8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Florence Nightingale treated wounded soldiers during the Crimean War.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Nightingale's work.</i></p> <p>High level 2 (7/8): develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Explains 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 analysis and judgment</p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity.</p> <p><i>eg Judgement on the extent of changes due to the influence of Nightingale and Garrett. However, still traditional attitudes at end of nineteenth century. These attitudes were broken down due to the impact of two world wars...</i></p>	(13-15)
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Total for Question B3 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 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>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Reasons for UN intervention, details of activities in Korea or Congo.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how UN intervention influenced the outcome of the conflict.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg WHO helped to fight malaria.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of achievements of WHO.</i></p> <p>High level 2 (7/8): develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on improvements brought about by ILO, Refugee Agency, WHO or UNESCO.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg As Level 3 but also analyses the limitations of the work of the agencies and provides an overview of the achievements of the League and the UN...</i>	(13-15)
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Total for Question B4 = 25 marks

Question Number	Answer	Mark
(a)	<p>One point : 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Caused by fedayeen bases in Sinai, feyadeen raiding Israel, Israeli deaths, involvement of Egypt.</i></p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Key events of either war</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how wars came about or how the Israeli's defeated their Arab neighbours.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis of and judgement on the process of change (AO2:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Lots of Jews from Europe moved to Palestine.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Jewish immigration and reactions of Palestinians.</i></p> <p>High level 2 (7/8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Level 2 but greater focus on British policy after the First World War and linking this with the build up of tension between Jews and Palestinians.</i></p>	(9-12)

Level 4	<p>A sustained analysis and judgment</p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the process of change.</p> <p><i>eg As Level 3 but judgement on the relative importance of the different factors more especially the problems of Jewish immigration to Palestine compounded by the impact of the Second World War...</i></p>	(13-15)
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Total for Question B5 = 25 marks

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

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting 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>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows ways in which Great Leap Forward failed and how Cultural Revolution affected China.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The GLF led to backyard steel making furnaces.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of backyard furnaces and changes in industry.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><i>eg Level 2 but greater focus on changes brought about by GLF to industry and agriculture.</i></p>	(9-12)

Level 4	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg Could contrast the relative success of the early reforms - more especially land reform, collectivisation and the First Five Year Plan - to the later shortcomings of the GLF...</i>	(13-15)
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Total for Question B6 = 25 marks

Question Number	Answer	Mark
7(a)	<p>One point: 1 mark Two points: 2 marks Three points: 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>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4) (7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg More details of campaign and leadership including Mau Mau in Kenya.</i></p> <p>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how Kenya achieved independence.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis of and judgement on the process of change (AO2:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg De Klerk gave some rights to blacks.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of De Klerk's 'petty apartheid' measures.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><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 analysis and judgment</p> <p>The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the process of change.</p> <p>eg As Level 3 but judgement on the relative importance of the different factors especially the influence of external pressure, including sanctions, on the policies of de Klerk...</p>	(13-15)
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Total for Question B7 = 25 marks

B7 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	<p>One point: 1 mark Two points: 2 marks Three points: 3 marks</p> <p><i>eg Horrific injuries, all age groups, killed civilians.</i></p>	Maximum 3 marks

(b) Target: Recall, selection and communication of knowledge (AO1:3), explanation of key features (AO2:4)

(7)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of key features</p> <p>The candidate gives an explanation which lacks detailed 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 explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p>Supported explanation of key features</p> <p>The candidate supports the explanation selecting 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>3-4 marks for one or more supported explanations. Award marks according to range/depth of support.</p>	(3-4)
Level 3	<p>Developed explanation, analysing key features</p> <p>An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2.)</p> <p><i>eg As level 2. Additionally shows how the method was effective.</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support. 7 marks for answers which show links between features.</p>	(5-7)

(c) Target: Recall select and communicate knowledge (AO1:7), explanation, analysis and judgement of change (AO2:8) (15)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	<p>Simple explanation of change</p> <p>Answers lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg The U boats used wolf pack tactics in Battle of Atlantic.</i></p>	(1-4)
Level 2	<p>Supported explanation, offering evidence of change</p> <p>The candidate supports the explanation selecting relevant information, expanding on the stimulus 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 expands one stimulus point only.</p> <p><i>eg As Level 1. More details of German tactics and Allied response.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p>	(5-8)
Level 3	<p>Developed explanation, analysing change</p> <p>Developed explanation of more than one aspect of change, which is able to make links/comparisons between aspects supported by precisely-selected knowledge. The answer mainly focuses on the question. It may relate to provided stimulus or other points. (Analysis of one aspect should be marked at the top of Level 2).</p> <p>9 marks: considers the stimuli only but links/comparisons are implied or partial.</p> <p>10 marks: considers the stimuli and other aspects but links/comparisons are implied or partial.</p> <p>11 marks: considers the stimuli only making links/comparisons explicit.</p> <p>12 marks: considers stimuli and other aspects making links/comparisons explicit.</p> <p><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	A sustained analysis and judgment The answer considers the inter-relationship between a range of aspects from the stimulus and additional material and makes a judgement on the extent of change/continuity. <i>eg Compares changes in aerial and sea warfare to the development of aircraft carrier and contrast the rapid changes in both aerial and sea warfare during the Second World War to slower pace of change in the years after 1945...</i>	(13-15)
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Total for Question B8 = 25 marks

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