



Mark Scheme (Results)

Summer 2014

Pearson Edexcel Level 1/Level 2
Certificate in History (KH10/02)

Pearson Edexcel International GCSE
History (4HI0/02) Paper 2

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Summer 2014

Publications Code UG039056

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General Marking Guidance

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

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

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Student offers a piece of information from the source <i>eg The source shows many people being beaten to death.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that a number of people were brutally murdered during the Terror.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that a number of people were brutally murdered during the Terror because it shows some clergy being beaten to death outside an abbey.</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 the Terror.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg C supports B as both show the casualties of the Terror. Source C mentions four people who were executed during the Terror. Source B suggests that these are justified as there are no citizens other than republicans and the rest are traitors.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some differences. Source B suggests that the executions are justified as they are enemies of the Revolution. Source C suggests that, in some cases, the executions were not justified and were for relative minor offences. Overall, could argue that Source C strongly challenges the views of Source B or confirms the principle of threats to the Republic.</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 which 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 royalists, the traitors, are all enemies..</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source B suggests that there were threats from some Royalists. This threat was increased when France was invaded..</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 the Terror was to remove enemies of the Revolution especially Royalists. Source D suggests that the leaders of the Revolution felt threatened by Coalition which might restore the monarchy...</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 also suggests that there were rumours of a royalist plot to overthrow the Republic and, in the Vendee, there had been a serious uprising against the Revolution. Moreover, there were further threats of revolts in Brittany where there was a royalist, clerical led uprising.</i></p>	9-12

<p>Level 4</p>	<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 Royalist threat was important, there were other reasons for the Terror. Source A suggests it was anti-clerical – to remove the influence of the Church. Source C suggests that it was simply to deter any potential opposition to the Revolution. People were executed for relatively minor offences. This is supported by Source B which suggests it was to maintain Liberty and Equality. Source D also suggests it was a reaction to economic problems with an increase in the price of bread due to food shortages...</i></p>	<p>13-15</p>
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Total for Question A1 = 25 marks

A2 (a) Target: Source comprehension and interpretation (AO3)

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Student offers a piece of information from the source <i>eg The source shows a man firing shots at Franz Ferdinand.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the assassinations were a brutal event.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the assassinations were a brutal event as the royal couple were shot at close range by the assassin.</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 the assassination.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg Support, as both suggest Serbia was involved in the assassination. Source B suggests that the assassins were connected with a Serbian group. Source C gives examples of the involvement of Serbia with the assassination suggesting that the guns and ammunition were supplied by Serbian army officers...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg Level 2. Some differences. Source B suggests that the Serbian government tried to prevent the assassination. Source C suggests that Serbia was directly involved. Overall, Source C strongly challenges the views of Source B.....</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 which 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 A shows Franz-Ferdinand being assassinated.</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 suggests that it was due to the assassinations, which were a brutal event.....</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 suggests that the assassinations led to the declaration of war as the Austrian government says that Serbia was involved. Source D says that the murder provided Austria with the ideal excuse to declare war....</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. Source B also suggests that the assassins were connected to the murder. The assassinations whipped up even greater anti-Serbian feeling in Austria especially with the use of sketches such as Source A. The assassinations were followed by a severe Austrian ultimatum to the Serbian government who accepted all but one of the demands. Austria ensured German support and then declared war on Serbia....</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 assassinations were the immediate reason for war. As Source D suggests, the Austrian declaration of war was the culmination of years of rivalry between the two countries. This is supported by Source B, which suggests that Austria has been too lenient towards the Serbs in the past. Overall, the underlying reason for war was the threat posed to the Austrian empire by Serbian nationalism...</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	Student offers a piece of information from the source <i>eg The photograph shows a number of Red Army soldiers beside a train.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the Bolsheviks were able to use the railway system to transport troops.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the Bolsheviks were able to use the railway system to transport troops because it shows a train on which are a great number of soldiers waiting to be transported.</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 the Whites during the Civil War.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg Some support. Source B mentions the cruelty and terror of the Whites and suggests they committed atrocities. Source C mentions one of these atrocities when they executed and whipped people from a village...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some differences. Source B also mentions other mistakes made by the Whites especially their failure to carry out reforms in the areas they captured and the reinstatement of privileged groups. Source C justifies the atrocities. Overall, strong support between the sources about the White terror...</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 which 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 C says that they executed members of a Bolshevik committee...</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source B says that they made mistakes in areas they controlled....</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 the Whites made mistakes in the areas they controlled such as restoring control of these areas to privileged groups. Source C suggests that they lost support because they committed atrocities in areas under their control..</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. Source B mentions mistakes made by the Whites in areas under their control more especially their cruelty, failure to carry out reform and the reinstatement of the privileged. This was certainly true of White leaders such as Kolchak who showed great cruelty towards enemies of the Whites. Source D mentions other weaknesses of the Whites</i></p>	(9-12)

	<i>especially their different aims. The White commanders were unwilling to work together...</i>	
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 Sources A and D suggest that the victory was due to the strengths of the Reds. Source A shows a Bolshevik train. The Bolsheviks had control of the central area of Russia, more especially the railway system. Source D mentions other Bolshevik strengths especially the leadership of Trotsky, who used strict discipline to create an effective Red Army. Overall the Bolshevik victory was due to their ability to exploit the weaknesses of the Whites...</i></p>	(13-15)

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	Student offers a piece of information from the source <i>eg The source shows a funnel with not many people coming out of the narrow end.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the USA wanted to restrict the number of immigrants.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the USA wanted to restrict the number of immigrants because it shows a funnel with a great number leaving from Europe but few being allowed in at the narrow end, the USA.</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 immigration.</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 suggest that immigration should be restricted. Source B suggests that some immigrants are communists or kidnappers who owe no allegiance to the USA. Source C also suggests USA must stop communists who preach revolution...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg Level 2. Some differences. Source B totally negative about immigration. Source C more positive suggesting that those immigrants who come and help develop the USA should be allowed in. Overall strong similarities between both sources in their desire to limit immigration....</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 which 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 they step off the ships and cause problems..</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 we have no room for imported Reds...</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 immigrants bring problems such as communism and red anarchy. Source C says that no Reds should apply for the USA.....</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. Source D mentions the fear of communism, which increased as a result of the Bolshevik takeover of Russia in 1917. This increased during the Red Scare of 1919-20 when there were a great number of strikes and a series of bomb outrages...</i></p>	(9-12)

<p>Level 4</p>	<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 Sources A, B, C and D suggest other factors. Source D mentions the post-war economic slump and the fear that immigrants would take too many jobs. It also mentions the growing prejudice against certain immigrants who were not WASPS which manifested itself in the revival of the Ku Klux Klan. Overall, there were several reasons for growing opposition to immigration, with the most important immediate factor fear of communism due to the events in Russia.....</i></p>	<p>(13-15)</p>
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Total for Question A4 = 25 marks

A5 (a) Target: Source comprehension and interpretation (AO3)

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Student offers a piece of information from the source <i>eg The photo shows people lying down after being tear-gassed.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the British reacted strongly against the activities of the 'Quit India' campaign.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the British reacted strongly against the activities of the 'Quit India' campaign because it shows a crowd of protestors who have been tear-gassed by the authorities.</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 activities of Chandra Bose.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources disagree about the activities of Chandra Bose. Source B suggests he is a traitor who is betraying Britain by allying with the Japanese and setting up the INA. Source C suggests that he is a hero who is fighting for the freedom of India..</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg Level 2 some similarities. Source B mentions alliance with Japan and determination to use force. This is reinforced by the oath given in Source C. Overall, there are strong differences between B and C....</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 which 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 Chandra Bose is a traitor.</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 suggests that Chandra Bose is prepared to fight for the independence of India.</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 suggests that the activities of Chandra Bose was the main reason for growing opposition. It mentions how Bose set up the INA to fight for independence. Bose was able to reorganize his army and gained massive support among the expatriate Indian population</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. Sources A and D suggest that other reasons were important. Source A shows the violent reaction by the British authorities to the 'Quit India' campaign, which was set up by Gandhi to campaign for immediate independence. This reaction would have encouraged even greater support for independence. Source D suggests other reasons,</i></p>	(9-12)

	<i>such as the failure of the Cripps Mission. Overall, the most important reason was the British decision to delay independence which led to the 'Quit India' campaign and the activities of Chandra Bose....</i>	
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 As Level 3. Although Sources B and C stress the importance of Chandra Bose, the main reason was the failure of the British to consult Indian leaders at the start of the war and to promise post war independence as shown by the failure of the Cripps mission, mentioned in Source D, which in turn led to the formation of the 'Quit India' campaign....</i></p>	(13-15)

Total for Question A5 = 25 marks

A6 (a) Target: Source comprehension and interpretation (AO3)

(3)

Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Student offers a piece of information from the source <i>eg The photograph shows Gorbachev with his wife.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that Gorbachev was popular with the Russian people.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that Gorbachev was popular with the Russian people because he is prepared to mix with them and there seems a significant number in the photo.</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 Gorbachev's policies.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources disagree about Gorbachev's policies. Source B suggests that his reforms have had a beneficial effect on Russia. Russians are able to speak and think freely. Source C suggests the reforms have achieved nothing and created severe economic problems...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg As Level 2. Some similarities. Source B mentions freedom of speech which is also stated in Source C. Overall strong differences between the two sources....</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 which 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 A shows Gorbachev walking the streets of Moscow.</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 his policies failed because there is no food.</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 suggests that the collapse was due to the failure of Gorbachev's policies. The woman suggests that they had created even worse economic problems with no food or cars...</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. Source D also suggests it was due to Gorbachev's policies. He brought in too little, too late. Russians expected his reforms to achieve miracles and solve the long-term problems of the Soviet Union. When they did not, there was increasing criticism such as that mentioned in Source C.....</i></p>	(9-12)

<p>Level 4</p>	<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 Sources A and B refute the view and suggest that Gorbachev's policies had some successes. Source A shows him mixing with the people of Moscow. Source B suggests there were benefits. Source D gives other reasons for the collapse of the Soviet Union more especially the long term deep seated economic problems. Overall the main reason for the collapse of the Soviet Union was the extent of the problems which Gorbachev was unable to solve...</i></p>	<p>(13-15)</p>
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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</p> <p>Two points 2 marks</p> <p>Three points 3 marks</p> <p><i>eg The Prussian victory was due to better Prussian armed force. It was due to the retraining and reorganising of the Prussian army as well as using the railway system to quickly transport troops. Prussia made use of a more modern gun.</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 student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Prussia defeated France.</i></p> <p><i>eg Submarines were developed in the 19th century.</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Prussian victory due to superior armed forces and effective use of transport system...</i></p> <p><i>eg Submarines were first used for military purposes during the American Civil 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.</p> <p><i>eg As level 2- additionally links strengths of Prussia</i></p>	(5-7)

	<p><i>with weakness of French...</i></p> <p><i>eg As Level 2. More details of developments in second half 19th and early 20th century.</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>	
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(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 which lack detailed contextual knowledge or makes unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg There were some important battles during the Napoleonic Wars.</i></p>	(1-4)
Level 2	<p>Supported explanation offering evidence of change</p> <p>The student 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 Ulm, Austerlitz, Waterloo.</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.</p>	(9-12)

	<p>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 or continuity due to key battles and campaigns such as Ulm, Austerlitz, Russian campaign and Waterloo etc.</i></p>	
Level 4	<p>A sustained analysis and judgement</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 slow progress in land warfare up to the 1850s highlighted by the outdated tactics of the Crimean War</i></p>	(13-15)

Total for Question B1 = 25 marks

B2 (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 Pasteur developed the process known as Pasteurisation. He reduced the number glandular fever cases, introduced immunization against several deadly diseases and developed the first vaccine for rabies and anthrax.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Chadwick issued a report on public health</i></p> <p><i>eg Florey and Chain developed penicillin.</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Chadwick's report highlighted public health problems in towns and cities...</i></p> <p><i>eg Florey and Chain built on work of Fleming and developed use of penicillin...</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.</p> <p><i>eg As level 2 additionally developed findings of Chadwick's report and links this with late reforms...</i></p> <p><i>eg As Level 2. Links work of Fleming and Florey and Chain....</i></p>	(5-7)

	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.	
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(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 which 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 student 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. 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>	(9-12)

	<i>eg Explains how Nightingale's work in the Crimea and after and changed the nature of nursing from low to higher level role and improved hospital treatment...</i>	
Level 4	<p>A sustained analysis and judgement</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 Lister – Nightingale and nursing and hospital treatment and Lister and reduction of infection in hospitals and operations. The importance of further changes as a result of the impact of the First World War...</i></p>	(13-15)

Total for Question B2 = 25 marks

B3 (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 It is powerful, five permanent members, it has the power to raise armed forces, it can impose sanctions, it controls the admissions of new members....</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This looked after former colonies of Germany and Turkey...</i></p> <p><i>eg Helps spread of literacy..</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg More details of mandated territories organised by League..</i></p> <p><i>eg More details of work of UNESCO including setting up schools and teacher-training colleges..</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.</p> <p><i>eg As level 2- additionally- details of mandated territories linked to stages in their development...</i></p> <p><i>eg As Level 2. Could link activities of UNESCO to</i></p>	(5-7)

	<p><i>fundamental belief that more education will mean fewer wars...</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>	
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(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 which lack detailed contextual knowledge or make unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg League failed in 1931 in Manchuria....</i></p>	(1-4)
Level 2	<p>Supported explanation offering evidence of change</p> <p>The student 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 failures in Manchuria.</i></p> <p>High level 2 (7-8): Develops the stimuli or other relevant information.</p> <p><i>eg More details of failure of League in Manchuria and UN in Congo.</i></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/</p>	(9-12)

	<p>comparisons explicit. 12 marks - Considers stimuli and other aspects making links /comparisons explicit.</p> <p><i>eg As Level 2 but greater focus on change in role of League from relative success of 1920s to weaknesses exposed by Manchuria and ultimate failure...</i></p>	
Level 4	<p>A sustained analysis and judgement</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 As Level 3. Could highlight the significant changes from the relative failure of the League in the 1930s to the relative success of the UN in the 1950s and 1960s.</i></p>	(13-15)

Total for Question B3 = 25 marks

B4 (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 It was a success for Israel. They captured the Sinai peninsula, British and French bombed Egypt's airfields and the Americans would not support Britain.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The Peel Commission was not popular...</i></p> <p><i>eg The Palestinians opposed the Partition Plan...</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of the Peel Commission...</i></p> <p><i>eg Details of Partition Plan...</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.</p> <p><i>eg As level 2- additionally- link details of Peel Commission recommendations to opposition of Jews and Arabs.</i></p> <p><i>eg As Level 2. Could link details of Partition Plan to opposition of Palestinians and Arab states.</i></p> <p>5-6 marks for one or more features.</p>	(5-7)

	Award marks according to range/depth of support. 7 marks for answers which show links between features.	
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(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 which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered.</p> <p><i>eg The Six Day War was won by Israel...</i></p>	(1-4)
Level 2	<p>Supported explanation offering evidence of change</p> <p>The student 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. Low level 2 (5-6): Mainly narrative or expands one stimulus point only.</p> <p><i>eg As Level 1. More details of Six Day War and the Camp David agreements.</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 Level 2 but greater focus on changes in relations brought by these two wars. Six Day War worsened relations and link to War of Yom Kippur, but latter led Egypt and Israel to seek peaceful solution</i></p>	(9-12)

Level 4	A sustained analysis and judgement 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. <i>eg As Level 3 but judgement on the extent of change and continuity – change from war, 1967-72, to attempts at peaceful solution in years after War of Yom Kippur as well as extent of change within attempts at peaceful solution.</i>	(13-15)
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Total for Question B4 = 25 marks

B5 (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 Communes set up too quickly, lack of technical expertise, crops neglected, there were bad harvests, the withdrawal of Soviet help, leadership of Mao who set impossible targets.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Land taken from landowners...</i></p> <p><i>eg People criticised Mao...</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of attacks on landowners..</i></p> <p><i>eg Details of Hundred Flowers Campaign.</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.</p> <p><i>eg As level 2- additionally- link attacks on landowners to agricultural reform..</i></p> <p><i>eg. As Level 2. Link Hundred Flowers Campaign to Mao and repression..</i></p> <p>5-6 marks for one or more features. Award marks according to range/depth of support.</p>	(5-7)

	7 marks for answers which show links between features.	
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(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 which lack detailed contextual knowledge or makes unsupported generalisations.</p> <p>1 mark per simple explanation offered</p> <p><i>eg The Warlords ruled much of China.</i></p>	(1-4)
Level 2	<p>Supported explanation offering evidence of change</p> <p>The student 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 Warlord era.</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 Level 2 but greater focus on changes brought about by dominance of the warlords and Mao and the CCP....</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 Makes judgements on the extent of change in control in years from revolution of 1911, including the anarchy that followed, as well as the dominance of the Kuomintang and the eventual Communist takeover. Could show continuity between anarchy after 1911 and civil war of 1930s and 1940s...</i>	(13-15)
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Total for Question B5 = 25 marks

B6 (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 Reforms to stop criticism of apartheid, blacks could join trade unions, they could elect township councils, a new constitution was set up, the hated Pass Laws were removed.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Nyerere brought changes in Tanzania.</i></p> <p><i>eg Kenyatta brought in reforms.</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg More details of reforms under Nyerere, including Arusha Declaration...</i></p> <p><i>eg More details of changes under Kenyatta, including land reform..</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.</p> <p><i>eg As level 2- additionally- could link Nyerere's later reforms to his retirement from office...</i></p> <p><i>eg As Level 2. Could link limited change under Kenyatta with failure to tackle fundamental problems of country..</i></p>	(5-7)

	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.	
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(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 which lack detailed contextual knowledge or makes unsupported generalisations.</p> <p>1 mark per simple explanation offered.</p> <p><i>eg Independence led to civil war in the Congo.</i></p>	(1-4)
Level 2	<p>Supported explanation offering evidence of change</p> <p>The student 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 civil war in Congo and UN intervention.</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 Level 2 but greater focus on changes brought</i></p>	(9-12)

	<i>about by independence, civil war and UN intervention in the 1960s. Further changes under Mobutu...</i>	
Level 4	<p>A sustained analysis and judgement</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 extent of change in the Congo and Nigeria as a result of independence as well as at least one other West African state such as changes in Ghana (the Gold Coast).....</i></p>	(13-15)

Total for Question B6 = 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 The V1 was aimed at London, evacuation occurred in London, intercepted by anti-aircraft guns, V2 more dangerous, could travel at 2500 mph, caused 9000 casualties.</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 student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Allied troops landed in Normandy.</i></p> <p><i>eg Greater fears of extreme organisations.</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 student supports the explanation selecting relevant contextual knowledge.</p> <p><i>eg Details of or organization, planning and/or the landings themselves..</i></p> <p><i>eg Details of increased terrorism which could include 9/11 and its impact..</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.</p> <p><i>eg As level 2 - link planning and organization to the success of the landings..</i></p> <p><i>eg As Level 2. Could link 9/11 with greater US and British attack on terrorism..</i></p>	(5-7)

	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.	
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(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 which 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 student 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 during the Second World War and/or developments after the war.</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>	(9-12)

	<i>eg As Level 2 but greater focus on changes brought about by Battle of Atlantic in U-boat and anti U-Boat tactics...and change to nuclear submarines.</i>	
Level 4	<p>A sustained analysis and judgement</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 Makes judgements on extent of change in submarine warfare during and after the Second World War and the impact of the aircraft carrier on surface warfare – greater emphasis on air power...</i></p>	(13-15)

Total for Question B7 = 25 marks