



Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE
in History (KH10/4HI0) Paper 02

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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.

Section A

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 eg <i>The source shows the royal family being taken back to Paris.</i>	(1)
Level 2	One or more unsupported inferences eg <i>The source suggests that the 'flight to Varennes' was a failure.</i>	(2)
Level 3	One or more supported inferences eg <i>The source suggests that the 'flight to Varennes' was a failure because it shows the royal family being transported back to France in a cart.</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. eg <i>The two sources agree that Louis XVI tried to escape.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents eg <i>Source C supports Source B because Source B criticises the attempt by Louis and his family to make a secret escape. Source C is also critical of his escape with a false passport...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. eg <i>As Level 2. Some differences. Source B makes reference to his over spending as king. Source C focuses on his apparent attempts to undermine the new Constitution. Overall, could argue that Source C</i>	(5-7)

	<p><i>strongly supports the views of Source B as both are highly critical of Louis...</i></p> <p>5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.</p>	
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(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>e.g. Source B mentions the over spending of the king.</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 it was due to the flight to Varennes as it suggests it made him even more unpopular...</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. 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 it was due to the to the flight to Varennes as he was going to return to France with an army. Source C suggests it was due to the flight to Varennes as it mentions that he made his escape with a false passport...</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>	9-12

	<p>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 other reasons for his execution including his opposition to the war with Austria and Prussia as well as the belief that he was working with the enemies of France to overthrow the Revolution. This seemed to be confirmed by the fact that Marie Antoinette was the sister of the emperor of Austria...</i></p>	
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. Sources B and C also suggest other reasons for the execution of Louis XVI. Source B mentions his vast over spending which, in turn, led to heavy taxes. Source C accuses Louis of working against the new Constitution. Although the flight to Varennes was important, because it provided an ideal excuse for the execution of Louis XVI, the execution was the culmination of long term grievances about the royal family as well as the immediate threat from foreign invasion...</i></p>	13-15

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 the Kaiser in a bath grabbing a soap shaped like Europe..</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the Kaiser wants to take over Europe.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the Kaiser wants to take over Europe because it shows him in a bath and he is grabbing a piece of soap which is shaped like Europe.</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 German navy.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents. <i>eg Source C does not support the evidence of Source B about the German navy. Source B suggests that Britain will eventually be pleased that Germany has a large navy. Source C suggests that a large navy would make Germany too strong and threaten the British navy...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg Level 2. Some support. Both sources suggest that Germany is aiming for a strong navy. In Source B the Kaiser says Germany must have a powerful fleet and in Source C Grey says that Germany is building up its fleet. Overall, Source C strongly disagrees with Source Source B about the threat posed by the German fleet...</i> 5-6 marks for cross-referencing for support and	(5-7)

	challenge. 7 marks for overall evaluation of extent.	
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(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 says that the German fleet is growing.</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 it due to the growth of the German navy.</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 it was due to the growth of the German navy which would greatly increase German prestige and influence. Source B, however, suggests that the growth of the German navy would not be a threat to Britain...</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 challenge the view. Source A suggests it was due to the Kaiser's desire to dominate and even take over Europe. Source D suggests</i></p>	(9-12)

	<i>place in the sun' as well the growth of the German economy which threatened Britain's industrial supremacy. Relations were worsened by British support for France during the Moroccan Crises ...</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.</p> <p>15 marks for explicit judgement comparing the relative importance of two or more of the factors.</p> <p><i>eg Anglo-German rivalry was due to several more long-term reasons such as the growth of the German economy as well as the Kaiser's desire for 'a place in the sun'. This, in turn, made him determined to build a powerful navy which threatened British control of the seas and the two-power standard. The subsequent naval race, mentioned in Sources B and C, together with British support for France in Morocco, mentioned in Source D, increased the rivalry between the two countries...</i></p>	(13-15)

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 It shows Lenin talking to a lot of people.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that there was great enthusiasm for Lenin's return.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that there was great enthusiasm for Lenin's return because it shows a large crowd waving their arms.</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 situation in Russia in September 1917.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg Some support. Source B suggests there were food shortages with a fall in daily rations leading to discontent in the armed forces. Source C also mentions food shortages and problems with the army.</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg As Level 2. Some differences. Source C suggests that discontent increased due to the influence and spread of the Bolsheviks ideas. No mention of Bolsheviks in B. However, strong agreement between sources about causes and depth of discontent...</i>	(5-7)

	5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	
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(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 week by week food became scarce.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>eg Source D suggests that the decision by the Provisional Government to continue the war led to discontent.</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>e.g. Source B suggests that the discontent was due mainly to food shortages and that this spread to the armed forces. Source C also mentions food shortages as well as growing opposition to the 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. Sources A, C and D also suggests that</i></p>	(9-12)

	<i>the activities of the Bolsheviks. Source A shows the great enthusiasm for Lenin's return to Russia. Source C mentions the spread of Bolshevik ideas. Source D also stresses the role of Lenin whose speeches increased support for the Bolsheviks and the planning and organisation of Trotsky...</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. Lenin and Trotsky both played an important role in increasing opposition to the Provisional Government and gaining support for the Bolsheviks. Trotsky very effectively planned and organised the takeover, However, the fundamental cause of the Bolshevik takeover was the mistakes of the Provisional Government. It continued the war and failed to provide enough food leading to the problems mentioned in Sources B and C...</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 black boy at a drinking fountain.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that there was segregation in the USA in the 1920s.</i>	(2)
Level 3	One or more supported inferences <i>eg. The source suggests that there was segregation in the USA in the 1920s because it shows a black boy drinking at a fountain with the sign 'colored'.</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 Ku Klux Klan.</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 it had powerful members. Source B mentions that the sheriff and some policemen were members of the Klan. Source C suggests that it packed the police and fire department with its own people...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support. <i>eg Level 2. Some differences. Source B focuses more on the effects of lynching. Source C stresses how it controlled local politics. Overall strong similarities between both sources about the KKK...</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 shows a black boy at a drinking fountain.</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 it was due to the lynchings which were carried out by the KKK.</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 lynching by the KKK ensured that black people knew their place. Source C shows the powerful influence that the KKK had on local politics...</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 other causes of unfair treatment. Source A shows segregation in public places as a result of the implementation of the Jim Crow Laws in certain states. Source D also mentions the discrimination against black people who</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 As Level 3. Black people, especially in the southern states of the USA, certainly suffered unfair treatment at the hands of the KKK including lynchings as mentioned in Source C. However, the fundamental cause of unfair treatment was the implantation of the Jim Crow Laws as shown in Source A and the strong discrimination against black Americans in job opportunities, politics and education...</i></p>	(13-15)
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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 Gandhi during the Salt March.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that Gandhi was popular.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that Gandhi was popular because there are a great number of supporters on the march.</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 methods used by Gandhi.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources agree about the methods used by Gandhi. Source B suggests that Gandhi was a firm believer in non-violence and this is supported by Source C in which Gandhi insists that he will not hurt anyone and that he will not harm any single British person...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg As Level 2 but some differences. Source B focuses on his economic policies to help the Indian villages. Source C focuses of his political idea of non-violence. Overall, there is strong support 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 C shows that Gandhi believed in non-violence.</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 Gandhi won support for the Congress Party because of the methods he used.</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 his policy of helping the villages brought him increased support. Source C suggests that Gandhi will achieve support due to his methods of non-violence...</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 suggests there were other reasons for growing opposition to British rule including the India Act of 1919 which disappointed many Indians because it left the government in the hands of the Viceroy. Source D also mentions the Amritsar Massacre of 1919 which convinced many</i></p>	(9-12)

	<i>increased support for the Congress Party...</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. Gandhi's peaceful methods did bring increased support for the Congress Party, especially the success of the Salt March of 1930. However, the fundamental cause of increased support was the actions of the British Government, especially the limitations of the India Act of 1919 and the repressive actions such as Amritsar and the Rowlatt Acts...</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 cartoon shows signs which say Russian Pigs and Russians get out of Afghanistan.</i>	(1)
Level 2	One or more unsupported inferences <i>eg The source suggests that the Soviet invasion was very unpopular in Afghanistan.</i>	(2)
Level 3	One or more supported inferences <i>eg The source suggests that the Soviet invasion was very unpopular in Afghanistan because it has signs which say Russian Pigs and Russians get out of Afghanistan.</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 problems in the Soviet Union.</i>	(1-2)
Level 2	Developed statements identifying support OR challenge based on source contents <i>eg The two sources disagree about the problems in the Soviet Union in the 1980s. Source B suggests it was due to problems with agriculture as well as heavy drinking. Source C suggests that it was due to the cost of the war in Afghanistan...</i>	(3-4)
Level 3	Developed statements identifying support AND challenge and extent of support <i>eg As Level 2. Some support. Source B mentions the cost of the Soviet invasion of Afghanistan and Source C stresses the financial and human cost of the war. Overall strong differences between the sources...</i>	(5-7)

	5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	
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(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 by 1988 the Soviet Union had lost 13,310 people in Afghanistan.</i></p> <p>3-4 marks for answers which attempt to answer the question using sources or own knowledge.</p> <p><i>e.g. Source C suggests that the Soviet invasion of Afghanistan had severe human and financial costs...</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 suggests that the Soviet invasion of Afghanistan was very unpopular with the Afghan people and it will take a costly occupation. Source C suggests that the invasion led to the loss of over 13,000 Soviet people and cost 5 million rubles a year...</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>	(9-12)

	<i>causes of the problems in the Soviet Union in the 1980s. Source B suggests that it was due to the problems with agriculture as well the serious disruption caused by heavy drinking. Source D suggests that it was because the Soviet Union did not have an economy that could sustain its role as a superpower...</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. The invasion of Afghanistan was important because it was unpopular, as shown in Source A, and led to a prolonged and expensive occupation as mentioned in Sources B and C. However, the fundamental cause of the economic problems of the Soviet Union in the 1980s was the decline in the Soviet Union, mentioned in Source D, not helped by the problems in agriculture and the culture of heavy drinking shown in Source B...</i></p>	(13-15)

Total for Question A6 = 25 marks

Section B

B1 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>eg The Japanese only just defeated the Russians on land. At sea, the Russians suffered a heavy defeat. Seven out of eight Russian battleships were sunk.</i>	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	Simple explanation of key features The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations. <i>eg Submarines were developed during the 19th century.</i> <i>eg At first the British suffered defeats.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg The French were the first to develop the submarines which were used during the American Civil War...</i> <i>eg At first the British suffered defeats such as Magersfontein at the hands of the Boers. However, British victory due to ruthless methods...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features An explanation analysing feature(s) supported by	(5-7)

	<p>selected knowledge.</p> <p><i>eg As level 2-additionally could link early developments to success in American Civil War...</i></p> <p><i>eg As Level 2. Could link early British defeats to development of new tactics...</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 The Battles of Ulm and Austerlitz brought some changes.</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 Battles of Ulm and Austerlitz...</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>	(9-12)

	<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 change and/or continuity as a result of the Battles of Ulm and Austerlitz. Lack of change during the Crimean War...</i></p>	
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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 continuity in the years following the Battles Ulm and Austerlitz especially during the Crimean War but more significant changes with use of new weapons and methods during the Prussian Wars of Unification...</i></p>	(13-15)
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Total for Question B1 = 25 marks

B2 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>eg They were invented by Wilhelm Röntgen. Very soon, within six months, they were being used in hospitals. They were used a lot during the First World War.</i>	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	Simple explanation of key features The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg She became the first qualified British doctor.</i> <i>eg He experimented with anaesthetics.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg More details of how she trained and qualified as a doctor and her later career...</i> <i>eg More details of his experiments with anaesthetics especially the use of chloroform...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features An explanation analysing feature(s) supported by selected knowledge. <i>eg As Level 2. Could link her success in qualifying as a doctor to her later career achievements...</i>	(5-7)

	<p><i>eg Could link his early experiments with chloroform with use in women in childbirth and his defence of use of anaesthetics...</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 Describes Pasteur's experiments with flasks.</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 Pasteur's experiments with flasks and link with germ theory and/or work of Fleming with penicillin...</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</p>	(9-12)

	<p>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 Pasteur's and Koch's work and competition between two. Link work of these two to Ehrlich and the development of the Magic Bullet. Could link work of Fleming with that of Florey and Chain...</i></p>	
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 work of Pasteur, Florey and Chain and other such as Koch and Fleming. Could compare situation 1850 to 1950 but address shortcomings of work of Pasteur, Koch, Fleming...</i></p>	(13-15)

Total for Question B3 = 25 marks

B3 (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 It helps with world literacy. UNESCO was involved with the International Hydrological Decade in the 1960s and 1970s. It also helped with the restoration of Florence after the floods of 1968.</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 General Assembly met once a year.</i></p> <p><i>eg The Secretary-General is the head of the UN.</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 the work of features of the General Assembly including its members and functions...</i></p> <p><i>e.g. More details of the role of the Secretary-General. Serves for 5 years, appointed by General Assembly...</i></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 membership with decisions which had to be unanimous...</i></p>	(5-7)

	<p><i>e.g. As Level 2. Could link role to work of some General-Secretaries...</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 The Corfu incident was a failure for the League of Nations.</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>High level 2 (7/8): Develops the stimuli or other relevant information.</p> <p><i>e.g. More details of failure of League in the Corfu incident...</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 changes to role of League in 1920s and 1930s due to the Corfu Incident, Manchurian and Abyssinian Crises and the changes in the role of the United Nations in the 1950s due to involvement in Korea and Hungary...</i></p>	
Level 4	<p>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</p> <p><i>eg As Level 3. Could highlight significant changes in role of international organisations with relative failure of League in 1920s and 1930s due to Corfu, Manchuria and Abyssinia with subsequent loss of prestige and influence, to enhanced role of UN due to relative successes in Korea in the 1950s and the Congo in the</i></p>	(13-15)

Total for Question B4 = 25 marks

B4 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>eg Egypt and Syria attacked Israel on the festival of Yom Kippur. Egyptian forces were successful in capturing part of Sinai Desert. The Israelis were able to retake the Golan Heights.</i>	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	Simple explanation of key features The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg These were signed between Egypt and Israel.</i> <i>eg These were agreements between Israel and the PLO.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg More details of the actual terms of the Camp David Agreements such as Israel promising to withdraw troops from Sinai ...</i> <i>eg More details of the actual terms of the Oslo Agreements such as Israel formally recognised the PLO...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features An explanation analysing feature(s) supported by selected knowledge. <i>eg As Level 2- additionally- could link reasons for the</i>	(5-7)

	<p><i>Camp David Agreements to what was agreed...</i></p> <p><i>eg As Level 2. Could link reasons for Oslo Agreements to what was actually agreed...</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 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 There was much change in British policy.</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 changes such as the impact of the Balfour Declaration...</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</p>	(9-12)

	<p>links / comparisons explicit.</p> <p><i>eg Level 2 but greater focus on changes brought about by Balfour Declaration with much greater British involvement and allowing Jewish immigration in the 1920s and 1930s. Could include Palestine opposition and further changes due to Peel Commission and the Second World War...</i></p>	
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 extent of change and continuity -element of change with Balfour Declaration and further change due to opposition of Palestinians and effects of Second World. Significant change with decision to give up mandate in 1947. Some continuity with British decision to intervene as interests threatened in Suez Canal in 1956 ...</i></p>	(13-15)

Total for Question B5 = 25 marks

B5 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>eg Chiang Kai-shek had little support from the USA. There was poor leadership of the Kuomintang. The CCP was supported in the countryside and by the USSR.</i>	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	Simple explanation of key features The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg China was controlled by different warlords.</i> <i>eg These were carried out by the Kuomintang.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg More details of the rule in hundreds of different states by the warlords especially their cruelty and the fighting between them...</i> <i>eg More details of the Shanghai Massacres including Chiang Kai-shek's motives and the actual massacres that took place...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features An explanation analysing feature(s) supported by selected knowledge. (One explained feature should be marked at top of Level 2).	(5-7)

	<p>eg <i>As Level 2- additionally could link cruelty of the warlords to the suffering of the peasants...</i></p> <p>eg <i>As Level 2 - additionally could link Chiang's motives to the massacres and their effects...</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>eg <i>Mao tried to build up heavy industry during the first Five-Year Plan.</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>eg <i>As Level 1. More details of the build-up of industry during first Five-Year Plan...</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</p>	(9-12)

	<p>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 during this period - significant changes due to the first Five-Year Plan with the development of heavy industry. Further change with Great Leap Forward and move away from large-scale works. More change under Deng with Ten-Year Plan...</i></p>	
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 Makes judgements on the extent of change in organization of industry - significant changes in first Five-Year Plan with emphasis on heavy industry and even greater change with Great Leap Forward and backyard furnaces. Further significant change under Deng with Ten-Year Plan with people free to own their own businesses...</i></p>	(13-15)

Total for Question B6 = 25 marks

B6 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
7(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>eg Removal of white mercenaries, the nationalisation of copper mines, renamed as Zaire, growing opposition to his rule.</i>	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	Simple explanation of key features The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg The Commonwealth introduced sanctions against South Africa.</i> <i>eg The ANC used various methods to campaign against apartheid.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg More details of the introduction of sanctions by the Commonwealth and the support of the USA and effects on South Africa...</i> <i>eg More details of the methods used by the ANC including the 'necklace' and the moderation of the later 1980s and the effects of their campaign...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features An explanation analysing feature(s) supported by selected knowledge.	(5-7)

	<p>eg As Level 2. Additionally- <i>could link the introduction of sanctions to their effects on the economy of South Africa...</i></p> <p>eg As Level 2. Additionally <i>could link the increasing moderation of the ANC in the later 1980s with its effects on the government and white population...</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 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 Ben Bella led campaign against French rule in Algeria.</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 Ben Bella's campaign against French rule and his achievements as president...</i></p> <p>High level 2 (7-8): Develops the stimuli or other</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</p>	(9-12)

	<p>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 brought about by Ben Bella in campaign to end French rule and his period as president. Changes brought about by Jomo Kenyatta in Kenya and Habib Bourguiba in Tunisia including their role in independence and achievements as president of their respective countries...</i></p>	
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 extent of change brought about by independence itself in Kenya, Algeria and Tunisia and the subsequent governments as well as continuity with the previous colonial governments...</i></p>	(13-15)

Total for Question B6 = 25 marks

B7 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point 1 mark Two points 2 marks Three points 3 marks <i>Eg Goering was a poor commander and underestimated the RAF. The Germans changed from bombing fighter bases to bombing London. Dowding made good use of radar.</i>	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	Simple explanation of key features The student gives an explanation which lacks detailed contextual knowledge or makes unsupported generalisations. <i>eg This caused great damage to German cities.</i> <i>eg Nuclear submarines were developed in the 1950s and 1960s.</i> 1 mark for one simple explanation. 2 marks for two or more.	(1-2)
Level 2	Supported explanation of key features The student supports the explanation selecting relevant contextual knowledge. <i>eg More details of the bombings and the damage that was caused to German towns and cities such as Berlin and Dresden...</i> <i>eg More details of the development of nuclear submarines in the 1950s and 1960s including Polaris for Britain...</i> 3-4 marks for one or more supported explanations. Award marks according to range/depth of support.	(3-4)
Level 3	Developed explanation analysing key features	(5-7)

	<p>An explanation analysing feature(s) supported by selected knowledge.</p> <p>eg <i>As level 2. Could link details of the actual allied bombing of Germany to the effects on Germany especially civilians and production...</i></p> <p>eg <i>As Level 2. Could link development of nuclear submarines in 1950s and 1960s with their effects on nuclear warfare...</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 Blitzkrieg was much faster...</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 the features of Blitzkrieg including use of dive bombers and tanks...</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</p>	(9-12)

	<p>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 Blitzkrieg compared to previous methods especially on German successes in Poland, France and Low Countries. Changes brought about by guerrilla warfare especially in Vietnam and Afghanistan...</i></p>	
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 Makes judgements on extent of change. Significant change due to Blitzkrieg with continuity in its use in Six Day War and in the First Gulf War but with improved technology. Important changes with use of guerrilla warfare in Vietnam and Afghanistan - tactics which defeated superpowers who had far greater military resources...</i></p>	(13-15)

Total for Question B8 = 25 marks