

Mark Scheme (Results)

Summer 2014

Pearson Edexcel Level 1/Level 2  
Certificate in History (KH10/01)

Pearson Edexcel International GCSE  
History (4HI0/01) Paper 1

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2014

Publications Code UG039053

All the material in this publication is copyright

© Pearson Education Ltd 2014

## General Marking Guidance

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

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Prussian Budget Crisis (1862), War with Denmark (1864), The meeting between Bismarck and Napoleon III at Biarritz (1865), The Battle of Sadowa (Königgrätz) (1866), the proclamation of the German Empire (1871)</i></p> <p>2 in correct sequence  <b>1 mark</b>            3 in correct sequence  <b>2 marks</b>            4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg The War with Denmark helped German unification.</i></p> <p><i>eg. Prussia defeated Austria...</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg War with Denmark improved prestige of Prussia and provided pretext for war with Austria...</i></p> <p><i>eg. Battle of Sadowa- Königgrätz led to defeat of Austria and their exclusion from the newly formed North German Confederation...</i></p>	<b>(3-4)</b>

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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because it took too long.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was divisions between the members who could not agree on the format of a constitution for a united Germany....</i></p> <p>3-4 marks for explanation of one cause 4-5 marks for explanation of two or more causes Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Further explanation of the divisions between the members. This could be linked to the poor choice of a leader Heinrich von Gagern. He was not strong enough to deal with the divisions and force through decisions. ...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Prussia defeated France.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Details of defeat of France or support of southern states.</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome. 6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Developed explanation of defeats of France and how this led to unification....</i></p>	(6-7)
Level 4	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome. 8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg The Franco-Prussian War played an important role</i></p>	(8-10)

	<i>in the unification of Germany by removing the barrier of French opposition to a strong Germany. However, the most important part played by the war was to convince the southern states to join with the North German Confederation....</i>	
--	---	--

**Total for Question 1 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Cavour becomes prime minister of Piedmont (1852), The Battle of Magenta (1859) Garibaldi's invasion of Sicily (May 1860), Garibaldi's invasion of Naples (August 1860), Italian involvement in Austro-Prussian War (1866)</i></p> <p>2 in correct sequence <b>1 mark</b></p> <p>3 in correct sequence <b>2 marks</b></p> <p>4/5 in correct sequence <b>3 marks</b></p>	<b>Maximum 3 marks</b>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Garibaldi conquered Sicily.</i></p> <p><i>eg Garibaldi was able to take over Naples.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg Garibaldi and his followers landed in Sicily in May 1860 and was able to capture Palermo...</i></p> <p><i>eg In August 1860 he crossed the Straits and was able to defeat the Neapolitan army and eventually handed the kingdom over to Victor Emmanuel of Piedmont...</i></p>	<b>(3-4)</b>



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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg It was because Cavour carried out reforms.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg One reason was his reforms of the Church in which he reduced its power in Piedmont and ensured that the state was dominant...</i></p> <p>3-4 marks for explanation of one cause 4-5 marks for explanation of two or more causes Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As Level 2. More explanation of Church reforms including the Law of Converts and linked to political reform including strengthening his own position with posts of prime minister, foreign secretary and finance minister...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Piedmont made an alliance with France.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Cavour was able to ally with France in the Pact of Plombieres. Combined Franco-Piedmont army too strong for French...</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Additionally shows how Franco-Piedmontese forces were able to defeat Austria at Magenta and Solferino...</i></p>	(6-7)

<p><b>Level 4</b></p>	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg The defeat of Austria was due to the Franco-Piedmont alliance of 1858 which meant that their combined forces were too strong for those of Austria. This was shown during the war of 1859 when Austria suffered defeats at Solferino and Magenta....</i></p>	<p><b>(8-10)</b></p>
-----------------------	---	----------------------

**Total for Question 2 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Death of Alexander III (1894), Split in Social Democratic Party (1903), Bloody Sunday (January 1905), October Manifesto (October 1905), Beginning of third duma (1907)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Lots of people were killed.</i></p> <p><i>eg Ended the 1905 Revolution.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This greatly reduced support for the Tsar and was the final spark for the 1905 Revolution...</i></p> <p><i>eg The October Manifesto led to the end of the 1905 Revolution and split opposition to Tsar who promised to reform...</i></p>	<b>(3-4)</b>

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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because the Tsar was against them.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg The Tsar was against the dumas and ensured that they had no real power....</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how Tsar issued the Fundamental Laws which meant that dumas had no real powers – they could not make laws or appoint and dismiss ministers. First дума argued constantly with Nicholas II and then dismissed...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Many were against autocracy.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Nature of autocracy and refusal of Nicholas II to reform. Emergence of extreme revolutionary groups such as Social Democrats who wanted to overthrow Tsar..</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Shows how Tsar became even more unpopular due to conditions of peasants in countryside and harsh living and working conditions in towns.</i></p>	(6-7)

<p><b>Level 4</b></p>	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg Nature of autocracy and refusal of Nicholas II to reform led to growth of opposition among peasants and town workers, which led to the setting up and increasing support for the Social Democrats and Socialist Revolutionaries, both of whom wanted to overthrow the Tsar....</i></p>	<p><b>(8-10)</b></p>
-----------------------	--	----------------------

**Total for Question 3 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Removal of D'Annunzio from Fiume (January 1921), Acerbo Electoral Law (1923), start of the Battle of Births (1925), Italian entry into Second World War (1940), Mussolini dismissed as prime minister (1943)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg. This made the Italian government unpopular...</i></p> <p><i>eg This increased the population....</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg. The removal of D'Annunzio made the Italian government very unpopular. He was seen as a great hero and patriot by many Italians who felt Fiume should have been given to Italy in 1919..</i></p> <p><i>eg Battle of Births was not a great success with no increase in number of marriages or birth rate before 1936....</i></p>	<b>(3-4)</b>



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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Italy entered the Second World War.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Many Italians were not keen on entering the Second World War and were even more disillusioned by defeats...</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Explains lack of enthusiasm in 1940 and increasing opposition due to poor performance by Italian armed forces leading to over-dependence on Nazis...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Because of the weak government.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information.</p> <p>3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge. Award marks according to the quality of the explanation.</p> <p><i>eg As Level 1. Weaknesses explained. Could include economic problems and disillusionment with peace treaty...</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2, explains disillusionment with government due to weak coalitions, economic problems and disappointment with peace treaty...</i></p>	(6-7)
Level 4	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p>	(8-10)

	<i>eg As level 3. Could link disillusionment with governments with the appeal of Mussolini and the Fascist Party with explanation of Fascist aims and methods....</i>	
--	---	--

**Total for Question 4 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Kapp Putsch (1920), Von Schleicher becomes Chancellor (1932), The Reichstag Fire (1933), the Nuremberg Laws (1935), the Stauffenberg Plot (1944)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Showed weakness of Weimar government.</i></p> <p><i>eg This really annoyed von Papen.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg Showed weakness of Weimar government which could not depend on the loyalty of the army...</i></p> <p><i>eg This really annoyed von Papen who now made a deal with Hitler and Hindenburg which brought the Nazis to power...</i></p>	<b>(3-4)</b>

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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Hitler believed in the family.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Because Hitler believed in the importance of the family and the central role of women. Could mention need to provide more jobs for men....</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how position of women changed to traditional role of mother and housewife and linked to married women losing jobs and careers. Also to help reduce unemployment and provide more jobs for men. Could also mention further change due to outbreak of war....</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of change using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg It got more members.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of change</b></p> <p>The student supports the explanation selecting relevant information.</p> <p>3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge. Award marks according to the quality of the explanation.</p> <p><i>eg Details of changes could include 25 point programme, setting up the SA and the move to legal methods after failure of Munich Putsch</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one change supported by precisely selected knowledge</b></p> <p>6 marks for one explained change using own knowledge only. 7 marks for one explained change using the source and own knowledge.</p> <p><i>eg As level 2, explains how Hitler changed to legal methods as result of failure of Putsch and party reorganization to fight future elections...</i></p>	(6-7)

<b>Level 4</b>	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>8 marks for explanation of two changes. 9-10 marks for answers which make explicit links/comparisons between changes.</p> <p><i>eg Early changes in the Party to widen its appeal including Twenty-Five Point Programme and the setting up of the SA. This links in with attempt to seize power 1923 and further changes to legal methods 1925-28...</i></p>	<b>(8-10)</b>
----------------	---	---------------

**Total for Question 5 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The Treaty of Trianon (1920), The Corfu incident (1923), the Stresa Front (1935), The Anschluss with Austria (1938), the Nazi-Soviet Pact (Aug 1939)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This was to deal with Poland...</i></p> <p><i>eg There was no opposition from Britain and France..</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This ensured that the Soviet Union would be neutral and led to the German invasion of Poland...</i></p> <p><i>eg There was no opposition from Britain and France, which convinced Hitler to continue to break the Treaty of Versailles and demand the Sudetenland...</i></p>	<b>(3-4)</b>



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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because Hitler was able to build up German armed forces.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Hitler took advantage of Disarmament Conference, Hitler exploited British feeling of guilt.....</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how British felt that Germany treated too harshly in 1919 and Hitler justified in building up armed forces and reoccupying the Rhineland....</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg League was too weak.</i></p> <p>1 mark for one simple explanation 2 marks for two or more</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Weaknesses of the League including lack of army and no support from US. Impact of world depression on Britain and USA...</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Shows how League weaknesses impacted on two crises – lack of sanctions in 1931 and half sanctions in 1935.....</i></p>	(6-7)
Level 4	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome.</p>	(8-10)

	<p>9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg As with Level 3. Linked in with weakness of Britain and France due to Great Depression and their reluctance to act decisively v Japan in 1931 and Italy in 1935....</i></p>	
--	---	--

**Total for Question 6 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Beginning of the first Five-Year Plan (1928), the purges of the leaders of the armed forces (1937), assassination of Trotsky (1940), Soviet victory in Battle of Stalingrad (1943), beginning of Fourth Five-Year Plan (1946).</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This weakened the armed forces.</i></p> <p><i>eg Great growth of heavy industry.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This removed experienced leaders and left the armed forces weakened when Hitler invaded in 1941...</i></p> <p><i>eg This greatly stimulated the growth of heavy industries such as iron/steel, coal and oil...</i></p>	<b>(3-4)</b>

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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of Stalin.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Because of Stalin's strong leadership. Could include his use of scorched earth policy.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows how Stalin's leadership ensured that the Soviet Union did not collapse. Reorganisation of armed forces and scorched earth policy. Could link this with severity of Russian winter and impact on German invasion....</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of consequence using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg It led to a lot of opposition.</i></p> <p>1 mark for one simple explanation 2 marks for two or more</p>	(1-2)
Level 2	<p><b>Supported explanation of consequence</b></p> <p>The student supports the explanation selecting relevant information.</p> <p>3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Widespread opposition from most peasants especially the kulaks...</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the factor led to the outcome.</p> <p>6 marks for one explained consequence using own knowledge only. 7 marks for one explained consequence using the source and own knowledge.</p> <p><i>eg As level 2. Explains opposition of kulaks and reaction of Stalin....</i></p>	(6-7)
Level 4	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the factors led to the outcome.</p> <p>8 marks for explanation of two factors linked to the stated outcome. 9-10 marks for answers which show how the factors combined to produce the outcome.</p>	(8-10)

	<i>eg As Level 3 but also include more positive effects of collectivisation – 95% farms collectivised by end of 1930s, enabled modernization of agriculture and introduction of mechanisation.</i>	
--	--	--

**Total for Question 7 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>The setting up of the Federal Republic of Germany (1949), The beginning of the Korean War (1950), the Soviet invasion of Hungary (1956), the U2 incident (1960), the USA set up a naval blockade of Cuba (1962)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This annoyed the USA.</i></p> <p><i>eg This was a direct challenge to the Soviet fleet sailing to Cuba.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This annoyed the USA, who did nothing to help Hungary as preoccupied with Suez Crisis...</i></p> <p><i>eg This was a direct challenge to the Soviet fleet sailing to Cuba and the possibility of conflict...</i></p>	<b>(3-4)</b>



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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of capitalism and communism.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Differences at Yalta and Potsdam, ideological differences, attitude of Truman.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Shows why US use of atom bomb, Truman Doctrine and Marshall Plan worsened relations.</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
0	<b>No rewardable material</b>	0
Level 1	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Because the Soviet Union wanted the West out of Berlin.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	(1-2)
Level 2	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg In 1948-9 Stalin tried to force the Allies out of Berlin. ..In 1961 Khrushchev set up the Berlin Wall to prevent migration to the West...</i></p>	(3-5)
Level 3	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Shows how Berlin blockade led to the Berlin airlift which enabled the Allies to remain in Berlin. Worsened relations as Stalin furious because he had to call off the blockade...</i></p>	(6-7)

<p><b>Level 4</b></p>	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.        8 marks for explanation of two causes linked to the stated outcome.        9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg Link failure of blockade (in 1948) to Khrushchev's attempts to persuade Allies to leave Berlin. Failure to do so resulted in Berlin Wall which further divided the Superpowers...</i></p>	<p><b>(8-10)</b></p>
-----------------------	--	----------------------

**Total for Question 8 = 25 marks**

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

(3)

Question Number	Answer	Mark
(a)	<p><i>Brown v Topeka Board of Education decision (1954), Washington peace march (1963), assassination of Malcolm X (1965), the setting up of Black Panthers (1966), Nixon resigns as President (1974)</i></p> <p>2 in correct sequence  <b>1 mark</b></p> <p>3 in correct sequence  <b>2 marks</b></p> <p>4/5 in correct sequence  <b>3 marks</b></p>	<p><b>Maximum 3 marks</b></p>

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

(4)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of consequence</b></p> <p>The student gives an explanation which lacks any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg This helped education for black Americans.</i></p> <p><i>eg This led to more extreme methods.</i></p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Explanation of consequence</b></p> <p>The student gives an explanation supported by relevant contextual knowledge.</p> <p><i>eg This brought about integration in some states and was a success for the Supreme Court..</i></p> <p><i>eg This led to more extreme methods to campaign for civil rights including violence and the death of policemen....</i></p>	<b>(3-4)</b>

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

(8)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Because of Martin Luther King.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation, selecting relevant contextual knowledge.</p> <p><i>eg Wide publicity achieved by Martin Luther King especially his marches. Support of Presidents Kennedy and Johnson.</i></p> <p>3-4 marks for explanation of one cause. 4-5 marks for explanation of two or more causes. Award marks according to the quality of the explanation.</p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation and analysis of causation</b></p> <p>An explanation of factor(s) supported by precisely selected knowledge. At this level the explanation should show how the cause(s) led to the outcome.</p> <p><i>eg As level 2. Greater explanation of the methods of Martin Luther King and the publicity he achieved and link this to support of the presidents...</i></p> <p>6 marks for one explained factor which shows how the cause led to the outcome. 7 marks for two or more explained factors which show how the cause led to the outcome. 8 marks for answers which show how causes combined to produce an outcome.</p>	<b>(6-8)</b>

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

(10)

Level	Descriptor	Mark
<b>0</b>	<b>No rewardable material</b>	<b>0</b>
<b>Level 1</b>	<p><b>Simple explanation of causation using the source or own knowledge</b></p> <p>The student gives an explanation which lacks supporting contextual knowledge or makes unsupported generalisations, or selects from the source without elaboration.</p> <p><i>eg Because of US involvement in the war in Vietnam.</i></p> <p>1 mark for one simple explanation. 2 marks for two or more.</p>	<b>(1-2)</b>
<b>Level 2</b>	<p><b>Supported explanation of causation</b></p> <p>The student supports the explanation selecting relevant information. 3-4 marks for a supported explanation using the source <b>or</b> own knowledge. 4-5 marks for a supported explanation using the source <b>and</b> own knowledge.</p> <p>Award marks according to the quality of the explanation.</p> <p><i>eg Growing opposition to US involvement in the conflict in Vietnam. Desire by students for greater say in the running of universities....</i></p>	<b>(3-5)</b>
<b>Level 3</b>	<p><b>Developed explanation of one factor supported by precisely selected knowledge</b></p> <p>At this level the explanation should show how the cause led to the outcome.</p> <p>6 marks for one explained factor using own knowledge only. 7 marks for one explained factor using the source and own knowledge.</p> <p><i>eg As level 2. Greater explanation of anti-Vietnam student movement....</i></p>	<b>(6-7)</b>

<p><b>Level 4</b></p>	<p><b>Developed explanation and analysis of more than one factor using the source and own knowledge</b></p> <p>At this level the explanation should show how the causes led to the outcome.</p> <p>8 marks for explanation of two causes linked to the stated outcome. 9-10 marks for answers which show how the causes combined to produce the outcome.</p> <p><i>eg Link the desire for greater say in how universities were run including the Berkeley Free Speech Movement to the student campaign against US involvement in the conflict in Vietnam...</i></p>	<p><b>(8-10)</b></p>
-----------------------	---	----------------------

**Total for Question 9 = 25 marks**