Mark Scheme (Pre Stand)

Summer 2017

Pearson Edexcel International GCSE
in History (KHI0/4HI0) 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 *The source shows that Louis XVI has no tax money.*	**(1)**
Level 2	**One or more unsupported inferences** eg *The source suggests that Louis XVI is bankrupt.*	**(2)**
Level 3	**One or more supported inferences** eg *The source suggests that Louis XVI is bankrupt because it shows him pointing at boxes, some of which are empty…*	**(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 *The two sources agree that the Third Estate had problems with taxes.*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents** eg *Source C supports Source B because Source B suggests that farmers are struggling to pay taxes which include the corvée, taille and militia. Source C also mentions that villagers are struggling to pay taxes too numerous to mention…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support.** eg As Level 2. *Some differences. Source C focuses much more on despair of villagers. Source C mentions continued faith in King. No mention in Source B. Overall, could argue that Source C strongly supports the views of Source B as both mention*	**(5-7)**

	effects of poor harvests and too many taxes...	
	5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	

(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	**Simple evaluation, based on sources and/or own knowledge** Answers which make generalised comments about the claim with little focus on the question. 1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources. *eg Source B mentions the various taxes paid by the Third Estate.* 3-4 marks for answers which attempt to answer the question using sources or own knowledge. *eg. Source C suggests that the taxes were too heavy and had forced many villagers to become beggars.*	**1-4**
Level 2	**Supported evaluation offering evidence about the historical claim** 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. *eg Source B suggests that there was much discontent due to taxes with the burden of taxes forcing many farmers to become beggars. Source C suggests that the taxes were too heavy and had forced many villagers to become beggars ...*	**5-8**
Level 3	**Developed evaluation of the evidence for and against the historical claim** 9-10 marks for examining the view of causation using selected evidence from three or more of the sources. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge.	**9-12**

	eg As Level 2. *However, Sources A, B and C suggest other reasons. Source A suggests that Louis XVI had spent far more than he received in taxes. Over the years the King had borrowed huge amounts of money with 50% of all government spending going on paying interest for loans. Sources B and C also suggest that causes due to poor harvests. Certainly, the poor harvest of 1788 led to further rises in the price of bread and greater discontent…*	
Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement** The answer is supported by precisely selected evidence from three or more of the sources and own knowledge. 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. *eg* As Level 3. *Source C challenges the view, suggesting that, despite burden of taxes, villagers still supported the King. Source D suggests other causes, more especially Louis XVI seen as a weak ruler and the unpopularity of his wife, Marie Antoinette, due to her over spending leading to the empty chests in Source A. Source D also mentions a more long-term reason – the influence of the Enlightenment which questioned the Ancien Régime and undermined the position if the king. Overall, although the burden of taxes was an important cause, the French Revolution was due to the inter-action of a series of long term causes, such as the Three Estates, the Enlightenment and the system of taxation as well as more short-term factors such as the spending of the monarchy and the poor harvests of the late 1780s…*	**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** *eg The source shows lots of German soldiers that have been captured.*	**(1)**
Level 2	**One or more unsupported inferences** *eg The source suggests that Germany is losing the war.*	**(2)**
Level 3	**One or more supported inferences** *eg The source suggests that Germany is losing the war because it shows that a great number of German soldiers have been captured during the battle of Amiens.*	**(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 The two sources agree about the Ludendorff offensives.*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents.** *eg Source C supports Source B as Source B suggests that the German attacks did not achieve a breakthrough. Ludendorff, in Source C, supports this by saying that our great attacks had not forced a decision, had not achieved a breakthrough. Also, both sources suggest lowering of morale in German troops…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support.** *eg Level 2. Some differences. Source B only focuses on lower morale in German armed forces. Source C highlights the effects of the failed offensives on the morale of the German troops and the importance of the arrival of American reinforcements. Overall, strongly agree about the situation on the Western*	**(5-7)**

Front in June 1918...

5-6 marks for cross-referencing for support and challenge.
7 marks for overall evaluation of extent.

(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	**Simple evaluation, based on sources and/or own knowledge** Answers which make generalised comments about the claim with little focus on the question. 1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources. *eg Source A shows many German soldiers that have been captured.* 3-4 marks for answers which attempt to answer the question using sources or own knowledge. *eg Source C suggests that it was due to the failure of the Ludendorff offensives.*	**(1-4)**
Level 2	**Supported evaluation offering evidence about the historical claim** 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. *eg Source B suggests that the Ludendorff offensives failed to achieve a breakthrough. Source C suggests that it was due to the failure of the Ludendorff offensives to achieve a breakthrough which reduced the morale of the German troops…*	**(5-8)**
Level 3	**Developed evaluation of the evidence for and against the historical claim** 9-10 marks for examining the view of causation using selected evidence from three or more of the sources. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge. *eg As Level 2. Sources A, C and D challenge the view. Source A shows the great number of German troops that had surrendered as a result of the Allied counter-*	**(9-12)**

	offensives. Sources C and D suggest other reasons for the German defeat, more especially the arrival of German troops, which Ludendorff believes was very important, as well as the effects of the British blockade...	
Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement.** The answer is supported by precisely selected evidence from three or more of the sources and own knowledge. 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. *eg The failure of the Ludendorff offensives was the immediate reason for the defeat of Germany because, as Sources B, C and D suggest, it greatly weakened the German war effort, lowered the morale of the German troops and they had a much greater area to defend. This left Germany vulnerable to the Allied counter-attacks from July 1918 which led to the surrender of many soldiers, as shown in Source A. However, German defeat was mainly due to more long-term factors, the entry of the USA into the war and the arrival of American troops as mentioned in Sources C and D, as well as the impact of the British naval blockade on the German war effort as well as morale on the home front...*	**(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** *eg It shows many soldiers demonstrating against the Tsar.*	**(1)**
Level 2	**One or more unsupported inferences** *eg The source suggests that the Tsar had lost the support of the army.*	**(2)**
Level 3	**One or more supported inferences** *eg The source suggests that the Tsar had lost the support of the army because it shows a great number of soldiers who are demonstrating against the monarchy…*	**(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 The two sources agree about the situation in Petrograd in early 1917.*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents** *eg Some support. Source B suggests that the workers are close to despair and ready to join demonstrations against the government and the war. Source C supports this by suggesting that the workers are on strike and taking part in demonstrations…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support.** *eg As Level 2. Some differences. In Source B the workers have not yet gone on strike or taken part in the demonstrations mentioned in Source C. However, strong agreement between sources about the causes of discontent especially food shortages and the war…*	**(5-7)**

Level	Descriptor	Mark
	5-6 marks for cross-referencing for support and challenge. 7 marks for overall evaluation of extent.	

(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	**Simple evaluation, based on sources and/or own knowledge** Answers which make generalised comments about the claim with little focus on the question. 1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources. *eg Source B says that there were complaints against the continuation of the war.* 3-4 marks for answers which attempt to answer the question using sources or own knowledge. *eg Source C says that the workers were protesting against the war with the slogan 'Down with the war!'*	**(1-4)**
Level 2	**Supported evaluation offering evidence about the historical claim** 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. *eg Source B mentions that there was opposition to the war with complaints against its continuation. Source C also suggests that there was strong opposition to the war, with workers using the slogan 'Down with the war!'…*	**(5-8)**
Level 3	**Developed evaluation of the evidence for and against the historical claim** 9-10 marks for examining the view of causation using selected evidence from three or more of the sources. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge. *eg As Level 2. Sources A and D also suggest that the main cause of the February Revolution was opposition to the war. Source A shows that soldiers had had enough of the war and decided to join the*	**(9-12)**

	demonstrations against the Tsar. Source D also mentions that the army faced defeat and that there was growing opposition to the war. Russia had experienced defeat after defeat, more especially with the Brusilov offensive of 1916 and German forces were advancing on Russia...	
Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement** The answer is supported by precisely selected evidence from three or more of the sources and own knowledge. 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. *eg. As Level 3. However, there were other reasons for the Revolution as suggested by Sources B, C and D. Food shortages are mentioned all three sources as well as the lack of coal and firewood. Moreover, as mentioned in Sources A, C and D, the Tsar had lost all support. Nevertheless, the fundamental cause of the February Revolution was the unpopularity of the war. This had led to the food and fuel shortages, mentioned in Sources B and C as well as the loss of support from the army, as shown in Source A, in February 1917 when soldiers in Petrograd joined the demonstrations against the Tsar and the war...*	(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** *eg The source shows a street which is full of cars.*	**(1)**
Level 2	**One or more unsupported inferences** *eg The source suggests that people were well off in the USA.*	**(2)**
Level 3	**One or more supported inferences** *eg The source suggests that many people were well off in the USA because the photograph shows a street full of cars.*	**(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 The two sources disagree about the stock market boom.*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents** *eg The two sources disagree about the stock market boom of the 1920s. Source B suggests that it was very beneficial to certain companies especially motor car firms. Source C suggests that it is not beneficial because the share values are too high and business is not too good…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support.** *eg Level 2. Some agreement. Both suggest that people are making a lot of money from the stock market. However, overall strong differences with Source B positive about the boom and Source C very pessimistic…* 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	**Simple evaluation, based on sources and/or own knowledge** Answers which make generalised comments about the claim with little focus on the question. 1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources. *eg Source B says that millionaires have been made.* 3-4 marks for answers which attempt to answer the question using sources or own knowledge. *eg Source B suggests it was due to the growth of the stock market because companies have benefitted.*	**(1-4)**
Level 2	**Supported evaluation offering evidence about the historical claim** 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. *eg Source B suggests it was due to the growth of the stock market because companies have benefitted especially the Ford Motor Company. Source D also mentions the growth of the stock market as a reason for the boom...*	**(5-8)**
Level 3	**Developed evaluation of the evidence for and against the historical claim** 9-10 marks for examining the view of causation using selected evidence from three or more of the sources. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge. *eg As Level 2. Sources A and D suggest other reasons. Source A shows the importance of the car industry which grew rapidly in the 1920s as many firms saw the potential of advertising for increasing sales. Source D mentions more long-term factors such as cheap labour force and the impact of the*	**(9-12)**

| | *First World War as well as the importance of laissez-faire policies of the Republican governments…* | |

Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement**	**(13-15)**
	The answer is supported by precisely selected evidence from three or more of the sources and own knowledge.	
	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.	
	eg As Level 3. The popularity of the stock market was only one of many causes of the economic boom of the 1920s. Indeed, Source C questions the effects of the stock market boom suggesting that it was not good for business. The economic boom was, as Source D mentions, due to the inter-action of a variety of factors including the First World War which brought increased demand for US goods and more immediate reasons such as the impact of the car industry, as shown in Source A, as well as the favourable policies of successive Republican governments who limited the role of government in American industry…	

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** *eg The cartoon shows Gandhi at a spinning wheel.*	**(1)**
Level 2	**One or more unsupported inferences** *eg The source suggests that if Britain is forced out of India it will lead to chaos and deaths.*	**(2)**
Level 3	**One or more supported inferences** *eg The source suggests that if Britain is forced out of India it will lead to chaos and deaths because in the background of the cartoon we can see dead bodies and destroyed buildings.*	**(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 The two sources agree about the decision to partition India*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents** *eg The two sources agree about the decision to partition India. Source B suggests that the decision to partition India was greatly influenced by Mountbatten. This is supported by Source C which says that Mountbatten had made his choice and carried out his decision with great speed…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support** *eg As Level 2 but some differences. Source B suggests that the decision to partition was taken due to the failure of Indian leaders to accept the Cabinet Mission plan. Source C suggests that it was to avoid further violence and the possibility of war. Overall, strong agreement about the part played by Mountbatten…* 5-6 marks for cross-referencing for support and	**(5-7)**

challenge.
7 marks for overall evaluation of extent.

(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	**Simple evaluation, based on sources and/or own knowledge** Answers which make generalised comments about the claim with little focus on the question. 1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources. *eg Source B says the only alternative to the use of force is partition.* 3-4 marks for answers which attempt to answer the question using sources or own knowledge. *eg Source C suggests that Mountbatten made the decision because it says he had no choice but to agree to partition.*	**(1-4)**
Level 2	**Supported evaluation offering evidence about the historical claim** 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. *eg Source B says that Mountbatten decided on partition as it was the only alternative to the use of force. Source C suggests that Mountbatten made the decision because it says he had no choice but to agree to partition ….*	**(5-8)**
Level 3	**Developed evaluation of the evidence for and against the historical claim** 9-10 marks for examining the view of causation using selected evidence from three or more of the sources. 11-12 marks for examining the view of causation using selected evidence from three or more of the sources and own knowledge. *eg As Level 2. Sources A and C suggest other reasons for partition. Source A suggests it was due to the campaigning of Gandhi as well as the many*	**(9-12)**

	casualties of the communal violence which had broken out in 1946. It also shows American opposition to British rule in India. Britain was very dependent on US support in after the Second World War. In addition, Source C also suggests it was to avoid even more violence and the possibility of war. 5000 Muslims were killed in Calcutta during riots in 1946. …	

Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement** The answer is supported by precisely selected evidence from three or more of the sources and own knowledge. 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. *eg As Level 3. However, Source D suggests that it was due to developments immediately after the Second World War. Attlee was determined to give independence to India, partly because of promises he had made but also due to the need to cut spending in the empire. However, the attempt to maintain a united India proved impossible due to the determination of the Muslim League to have its own state. This led to differences with Congress and the outbreak of communal violence. The decision to appoint Mountbatten was the immediate reason for partition. Faced with the violence and the differences between the Indian leaders, he made the decision to partition India…*	**(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** *eg The source shows a great number of people demonstrating with banners.*	**(1)**
Level 2	**One or more unsupported inferences** *eg The source suggests that there was a great deal of opposition to the government of East Germany.*	**(2)**
Level 3	**One or more supported inferences** *eg The source suggests that there was a great deal of opposition to the government of East Germany because shows a great number of people demonstrating with banners saying 'One Germany'.*	**(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 The two sources agree about the situation in East Germany in 1989.*	**(1-2)**
Level 2	**Developed statements identifying support OR challenge based on source contents** *eg The two sources agree about the situation in East Germany in 1989. Source B suggests that there was growing opposition with people carrying slogans demanding democracy and change. This is supported by Source C which says that there was mass action against the government including petitions and the threat of strikes…*	**(3-4)**
Level 3	**Developed statements identifying support AND challenge and extent of support** *eg As Level 2. Some differences. Source B mentions the failure of Honecker to carry out reforms. Source C stresses the success of opposition with the dismissal of the Politburo. Overall, however, strong*	**(5-7)**

	agreement between the sources about the growth of opposition in East Germany…	
	5-6 marks for cross-referencing for support and challenge.	
	7 marks for overall evaluation of extent.	

(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	**Simple evaluation, based on sources and/or own knowledge**	**(1-4)**
	Answers which make generalised comments about the claim with little focus on the question.	
	1-2 marks for implicitly relevant statement(s) which select from or paraphrase sources.	
	eg Source says that Gorbachev was reviewing a parade in East Germany.	
	3-4 marks for answers which attempt to answer the question using sources or own knowledge.	
	e.g. Source C says that the peaceful demonstrations brought down the Politburo and led to the pulling down of the Wall.	
Level 2	**Supported evaluation offering evidence about the historical claim**	**(5-8)**
	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.	
	eg Source B suggests that the growth of opposition in East Germany, including peaceful demonstrations, led to the pulling down of the Wall. Source C suggests that the peaceful demonstrations brought down the Politburo and led to the pulling down of the Wall…	
Level 3	**Developed evaluation of the evidence for and against the historical claim**	**(9-12)**
	9-10 marks for examining the view of causation using selected evidence from three or more of the sources.	
	11-12 marks for examining the view of causation using selected evidence from three or more of the	

	sources and own knowledge. *eg As Level 2. Sources B and D suggest other reasons for the pulling down of the Wall. Gobachev, in Source B, suggests that it was the attitude of Honecker which led to the downfall of the government and the pulling down of the Berlin Wall. Honecker ignored Gorbachev's advice to reform and instead ordered troops to fire on the demonstrators but they refused. Source D mentions more long-term causes such as the decision of Hungary to open its borders with Austria as well as the visit by Gorbachev to East Germany…*	
Level 4	**Sustained evaluation, explicitly focused on the question, reviewing alternative views before giving a balanced judgement** The answer is supported by precisely selected evidence from three or more of the sources and own knowledge. 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. *eg As Level 3. The peaceful demonstrations were the more immediate cause of the pulling down of the Berlin Wall as suggested in Sources A, B and C. However, the fundamental reason was Hungary's decision to open the border with Austria in May 1989. This meant that there was now a hole in the Iron Curtain, it created a way for East Germans to move to West Germany and brought into question the very existence of the Wall. Gorbachev's visit to East Germany together with the failure of Honecker to reform led to even more demonstrations and the pulling down of the Berlin Wall…*	**(13-15)**

Total for Question A6 = 25 marks

Section B

B1 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point $\qquad$ **1 mark** Two points $\qquad$ **2 marks** Three points $\qquad$ **3 marks** *eg Napoleon underestimated the problems he faced in the Campaign. He faced strong opposition from the people of Spain. The Spanish people used guerrilla tactics against the French…*	**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. *eg This was a decisive victory for the French over Austria.* *eg This led to the French retreat from Moscow.* 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. *eg More details of the decisive French victory over Austria and its effects on the war…* *eg More details of Napoleon's Russian Campaign, including Borodino and the French retreat from Moscow…* 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	**(5-7)**

	be marked at top of Level 2).	
	eg *As level 2-could link French victory at Ulm to Napoleon's subsequent successes...*	
	eg *As Level 2. Could link defeat at Borodino and the retreat from Moscow to change in fortunes in Napoleonic Wars...*	
	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.	

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. eg *During the Crimean War the British and French armies attacked those of Russia.*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. eg *As Level 1. More details of key battles of the Crimean War and could include details of the wars of German unification...* High level 2 (7-8) Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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).	**(9-12)**

| | 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.

eg As Level 2 but greater focus on continuity and change. Tactics used during the Crimean War, especially the Charge of the Light Brigade, showed little change since the Napoleonic Wars. Link this to significant changes during the Prussian Wars of unification with the development of the needle gun and the significance of defensive positions... | |

| **Level 4** | **A sustained analysis and judgment**

The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the extent of change/continuity.

eg As Level 3. Links developments in steam power and iron ships to dreadnought. Shows that the pace and extent of change varied considerably. Significant change between the tactics used in the Crimean War and the Prussian wars of unification but little change during the last 30 years of the nineteenth century. However, significant and frequent changes in the development of surface vessels culminating with the dreadnought... | **(13-15)** |

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** *eg Lister developed use of carbolic acid to clean wounds. This stopped sepsis on his wards for nine months. He also used catgut which could be sterilised to sew wounds…*	**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. *eg Her work improved nursing.* *eg He rediscovered properties of penicillin.* 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. *eg More details of how her work improved nursing in Britain…* *eg More details of how he rediscovered the properties of penicillin…* 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. eg *As Level 2. Could link the publicity and success of her work in Scutari to subsequent improvements in nursing…* *eg Could link Flemings rediscovery to subsequent*	**(5-7)**

	developments in use of penicillin…	
	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.	

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. *eg Describes work of Snow.*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. *eg As Level 1. More details of work of Snow…* High level 2 (7/8): Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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). 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.	**(9-12)**

	eg Level 2 but greater focus on changes brought about by the work of Chadwick and Snow and how they brought about improvements in public health. Could link their findings to impact of cholera epidemics and changes in the later nineteenth century…	
Level 4	**A sustained analysis and judgment** The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the extent of change/continuity. *eg Judgement on the extent of changes due to the cholera epidemics and the work of Chadwick and Snow. Could compare situation in 1845 to 1900 but address shortcomings in work of Snow and Chadwick and later nineteenth changes…*	**(13-15)**

Total for Question B2 = 25 marks

B3 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
(a)	One point **1 mark** Two points **2 marks** Three points **3 marks** *eg The League condemned the Japanese invasion of Manchuria. It ordered the withdrawal of Japanese troops but this was ignored. The League set up the Lytton Commission to investigate the situation…*	**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. *eg The Mandates Commission organised mandated territories.* *eg UNESCO was set up to gain peace through education and science.* 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. *eg More detail of the work of the Mandates Commission…* *eg More details of the work of UNESCO including achievements such as setting up of World Heritage sites in 1972…*	**(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)**

	eg *As level 2- additionally could link the work of the League with the mandated territories with the slow movement to independence in these areas...*	
	e.g. As Level 2. Could link achievements of UNESCO to some of its shortcomings including claims by UK and USA that some of funds wasted...	
	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.	

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. *eg The League lacked key members ....*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. eg *As Level 1. More details of lack of members especially USA and later loss of Japan and Italy and Germany...* High level 2 (7/8): Develops the stimuli or other relevant information. *e.g. As Level 1. More details of lack of members especially USA and later loss of Japan and Italy and Germany. Also details of League Council and UN Security Council...*	**(5-8)**
Level 3	**Developed explanation analysing change** 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.	**(9-12)**

| | (Analysis of one aspect should be marked at the top of Level 2).

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.

eg Level 2 but links weaknesses in membership of League to growth in UN membership and key roles of USA and USSR. Explain changes and continuity between Council of League and Security Council of UN… | |
|---|---|---|
| **Level 4** | **A sustained analysis and judgment**
The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the extent of change/continuity

eg As Level 3. Continuity in weakness of organisation of League 1919-39. Some continuity with UN in organisation of Council of League and Security Council of UN. Much change under UN due to strength of membership and work of the secretary-general compared to lack of key membership of League… | **(13-15)** |

Total for Question B3 = 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** *eg There were more and more clashes in the 1920s and 1930s. The Jews set up their own defence groups such as the Haganah and Irgun. The Arab Revolt of 1936-9 was due to increased Jewish immigration…*	**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. *eg These terrorist activities were aimed against the British.* *eg This was when the newly formed Israel was attacked by its Arab neighbours.* 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. *eg More details of the Jewish terrorist activities including the blowing up of British army headquarters at the King David Hotel…* *eg More details of the attacks by the Arab neighbours on Israel and the Israeli response…* 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)**

| | *eg As Level 2*- additionally- *could link reasons for the Jewish terrorist activities to the attacks on the British…*

eg As Level 2. Could link the events of the war with the reasons for Israeli success…

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. | |

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. *eg During the Suez Crisis Israel invaded Egypt.*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. *eg As Level 1. More details of Israeli attack on Egypt during the Suez Crisis and the attacks of the Arab Countries on Israel in 1973* High level 2 (7/8): Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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). 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.	**(9-12)**

| | 11 marks - Considers the stimuli only making links / comparisons explicit.
12 marks - Considers stimuli and other aspects making links / comparisons explicit.

eg Level 2 but greater focus on changes brought about by the Suez Crisis and the Six Day War with worsening relations brought about by the Suez Crisis linked to the eventual outbreak of the Six Day War and a further worsening of relations… | |

| Level 4 | **A sustained analysis and judgment**

The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the process of change.

eg As Level 3. Shows that the relationship showed little change in the years 1956-73, with hostility between the two sides, Jewish determination to survive and Arab determination to destroy Israel. Howeve,r this hostility if, anything, worsened during these years because of these key events – Jewish successes during the Suez Crisis and the Six Days War, and the attacks by the Arab states during the War of Yom Kippur. However significant change after Yom Kippur with move towards peace negotiations such as Camp David… | **(13-15)** |

Total for Question B4 = 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** *eg Deng wanted economic help from the West to help him modernise industry and agriculture. China joined the IMF and the World Bank. Deng also encouraged bonuses and profit-sharing scheme in agriculture…*	**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. *eg Sun Yat-Sen set up the Kuomintang in 1912.* *eg Poster campaigns and marches in Beijing in 1978.* 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. *eg More details of Kuomintang and how he set up a government in Southern China which was prepared to cooperate with the communists…* *eg More details of poster campaigns and marches in Beijing in 1978 and the reaction of Deng…* 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)**

	eg *As Level 2- additionally could link the setting up of the Kuomintang with the Three Principles...*
	eg *As Level 2 – additionally could link marches and posters to 'Democracy Wall' ...*
	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.

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. eg *There was much change in support during the years 1921-35 because of the Long March.*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. eg *As Level 1. More details of Long March and the change in support.* High level 2 (7-8): Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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). 9 marks - Considers the stimuli only but links/ comparisons are implied or partial. 10 marks - Considers the stimuli and other aspects	**(9-12)**

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.

eg Level 2 but links increase in support after Long March and during the Civil War, especially actions of Red Guards v peasants. Further changes due to Hundred Flowers Campaign and the Great Leap Forward…

| Level 4 | **A sustained analysis and judgment**

The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the extent of change/continuity.

eg As Level 3. Makes judgements on the extent of change the yeas 1921-70. Significant change due to Long March but continuity in support due to the CCP and the Civil War. Strong support in the first years of Mao's government but fall in support due to Hundred Flowers Campaign, the Great Leap Forward and the Cultural Revolution… | **(13-15)** |

Total for Question B5 = 25 marks

B6 (a) Target: Source comprehension (AO3)

(3)

Question Number	Answer	Mark
6 (a)	One point **1 mark** Two points **2 marks** Three points **3 marks** *eg There were tribal differences which delayed independence. The Kabaka of Buganda was opposed to the introduction of democracy. Independence was achieved in 1962…*	**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. *eg Under Botha black South Africans were given some rights* *eg de Klerk got rid of apartheid* 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. *eg More details of rights given to black South Africans such as allowed to join trade unions and removal of Pass Laws…* *eg More details of removal apartheid laws and release of Mandela under de Klerk…* 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)

| | eg As Level 2. Could link political and social changes under Botha…

 eg. As Level 2. Could link release of Mandela to removal of apartheid laws…

 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. | |

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. *eg There were changes in Tanzania when Nyerere became the first prime minister…*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. *eg As Level 1. More details of the economic and social changes brought by Nyerere in Tanzania…* High level 2 (7-8): Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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). 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.	**(9-12)**

| | 11 marks - Considers the stimuli only making links / comparisons explicit.
12 marks - Considers stimuli and other aspects making links / comparisons explicit.

eg Level 2. Additionally, could link Nyerere's social achievements with his economic policies aimed at self-sufficiency. Explanation of developments in Ghana after independence possibly linking the achievements and shortcomings of Nkrumah's policies. Explanation of economic, political and social change in Kenya under Kenyatta … | |

| Level 4 | **A sustained analysis and judgment**

The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the process of change.

eg *As Level 3 but judgement on the extent of economic, social and political change brought about for example in Kenya, Tanzania and in Ghana in the years c1950-c1980…* | **(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** *eg It was developed in the early 1960s as both Superpowers were threatening each other with missiles. They had enough weapons to destroy each other several times over. One side would not attack first because the other would strike back…*	**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. *eg This was Hitler's last gamble to win the war in the West with a surprise attack on the Americans.* *eg This was used in the conflicts in Vietnam and Afghanistan.* 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. *eg More details of the surprise attack on the Americans and its early achievements….* *eg More details of the methods used in guerrilla warfare especially hit and run tactics such as those in Vietnam ….* 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)

	eg *As level 2. Could link details of the early success of the German attacks to the eventual failure of the offensive and its effects on the German war effort...*	
	eg *As level 2. Could link features of the success of guerrilla tactics for example in Vietnam to the support of the local civilian population ...*	
	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.	

(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	**Simple explanation of change** Answers which lack detailed contextual knowledge or makes unsupported generalisations. 1 mark per simple explanation offered. *eg The Battle of Britain was an attempt to destroy the RAF.*	**(1-4)**
Level 2	**Supported explanation offering evidence of change** The student supports the explanation selecting relevant information, expanding on the stimulus or additional material. Mostly relevant and accurate but with an implicit focus on the question. Low level 2 (5-6): Mainly narrative or expands one stimulus point only. *eg As Level 1. More details of the features of the Battle of Britain and the Blitz.* High level 2 (7-8): Develops the stimuli or other relevant information.	**(5-8)**
Level 3	**Developed explanation analysing change** 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).	**(9-12)**

	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. *eg As Level 2. Could show links in the continuity between the Blitz and the Allied bombing of Germany later in the Second World War – show how neither was fully effective in defeating the enemy. Could show change in use and effectiveness of air power between Battle of Britain and German failure to destroy the RAF and the success of the Israeli air force in the war of 1967…*	
Level 4	**A sustained analysis and judgment** The answer considers the inter-relationship between a range of aspects from the stimulus **and** additional material and makes a judgement on the extent of change/continuity*.* *eg As Level 3. Makes judgement on the extent of change and continuity. For example, the Allied bombing of Germany showed important changes in the use of airpower to try to force the enemy to surrender. However, it was unsuccessful and highlighted the limitations of airpower. Change in effectiveness of air power between the Battle of Britain and Six Day War…*	**(13-15)**

Total for Question B7 = 25 marks