

# Mark Scheme June 2009

GCE

GCE History 6HI01 (8264)

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## GCE History Marking Guidance

### Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI01: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor.</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will mostly be accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range/depth</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

#### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

#### **Unit 1 Assessment Grid**

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on the nature and structure of Anglo-Saxon society in the ninth century, and requires an analysis of, and judgement about, the key features of society and the economy. Answers may consider the evidence for a secure economy. The wealth of the monasteries was well known, and was one reason for the Viking attacks from 793. There were many coastal trading posts which maintained regular trade between England and the Carolingian Empire, and coinage finds support the view that trade was well developed. There was some growth in markets and towns, and the economic role of London was growing. Stability might be assessed with reference to the social hierarchy of slaves, free peasants and thegns, all held together by a Germanic concept of kinship; to literature and art; and by reference to the heptarchy and the role of the bretwalda. Candidates may challenge the idea that England was stable by reference to the constant warfare between the kingdoms, the collapse of Mercian power in the early ninth century, and the dynastic infighting which led to the virtual disintegration of Northumbria. A simple description of some of these features will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to address questions of stability and prosperity, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material targeted on the extent of stability and prosperity. Answers at Level 5 will include some attempt to evaluate the state of the Anglo-Saxon economy and of society, and will draw reasoned conclusions on both stability and the economy.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reasons for the successes of the Viking forces between 865 and 877, the year before Alfred's victory at Edington in 878. Answers may refer to the nature of the invasion of 865 by the 'Great Heathen Army' of c.5000 men under the exceptional leadership of the 'sons of Ragnar Lothbrok'. This was a different kind of attack from previous ones, and it was apparent that the Danes, reinforced by troops who left France in 866, intended to stay. The inability of the English kingdoms to withstand such a force was apparent from the outset. King Edmund of East Anglia paid a large Danegeld, as well as providing food, shelter and, crucially, horses. Divisions within the Northumbrian ruling house contributed to the conquest of the kingdom and the installation of a puppet ruler. Mercian and West Saxon forces acted together in 868, but to little effect, and Burgred's subsequent agreement with the Danes was negotiated despite the alliance with Wessex. Alfred defeated the Danes at Ashdown in 871, but was unable to follow up this success, partly because he gained no support from Mercia. From 871 to 877 the Danes strengthened their hold on both Northumbria and Mercia prior to Guthrum's descent on Wessex in 877-78. A simple narrative which describes some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be passages of narrative or descriptive material. Level 4 answers will focus on Anglo-Saxon divisions compared with the strength and determination of the invading forces. At Level 5 will be those who make some attempt to evaluate the reasons for the Danes' successes, perhaps referring to the strong leadership of Ivarr the Boneless and Guthrum; the size of the invading army of 865, and its subsequent reinforcement, especially in 866, and with the arrival of the Great Summer Army in 871; and the divisions within the Anglo-Saxon elite in the face of such overwhelming force.</p>	30

A2 The Norman Conquest and its Impact on England, 1066-1135

Question Number	Indicative content	Mark
3	<p>The question is focused on the twin invasions by Harald Hardrada and William of Normandy in late 1066, and the extent to which Hardrada's invasion contributed to William's success at Hastings in October. Answers may refer to Hardrada's landing with a substantial force and his hard-won victory at Fulford Gate, with the loss of thousands of English soldiers. Harold Godwinson's rapid march north led to his victory at Stamford Bridge, but again with the loss of valuable troops. William's landing at Pevensey forced Harold to return to London and then to the south coast, which depleted his forces and exhausted the rest. Candidates may refer to the course of the battle of Hastings, and the reasons for William's success. These may include the different qualities of the opposing armies, with the largely peasant army from Sussex and Kent opposed by well disciplined knights used to military service: the excellent generalship of William of Normandy; and papal support displayed via the papal banner. A simple outline of events during 1066 will be marked within Levels 1 and 2, and progression will depend on the relevance and range of accurate material. Answers which begin to provide an analysis of some of the military factors at work will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the reasons for William's success, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which were influential in contributing to William's success, perhaps including Godwinson's disbanding of the fyrd armies in September and his reckless haste in forcing a showdown with William of Normandy.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the reform of the English Church after the conquest, and the extent of the reorganisation undertaken, especially by Lanfranc. Answers may consider the state of the English Church in 1066 and the need to rectify abuses. The deposition of Stigand led to the appointment of Lanfranc and the pursuit of a vigorous reform programme. English bishops were replaced by Normans utterly loyal to William; many cathedrals were relocated into cities, and dioceses were subdivided into archdeaconries to create a more hierarchical church; and there was a surge of church building. Lanfranc's reform programme included the establishment of the primacy of Canterbury over York, the use of great councils of the Church to legislate against clerical marriage and the formal organisation of the parish; and he was successful in establishing courts of ecclesiastical jurisdiction, though their rights were disputed in the case of William of St-Calais. The effect of these reforms was to sharpen the distinctiveness of the Church as a separate order, and to Normanise the English Church overall. A simple descriptive outline of some of Lanfranc's reforms will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to provide an analysis of the reform process will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the extent of reform and its purpose, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of Lanfranc's reforms and their purpose.</p>	30

### A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on the government of the many territories comprising the Angevin Empire, and the extent to which Henry II was able to exercise control of these lands. Henry's maternal inheritance consisted of England and Normandy; from his father he possessed Anjou, Maine and Touraine; and Eleanor of Aquitaine added the duchy of Aquitaine to the empire. In 1158 he added Brittany on his brother's death. Royal control of these territories varied widely. Henry restored royal authority in England, subjected Scotland and began the conquest of Ireland in 1171. He restored his rights in Normandy, but his scope for further action was weakened when he did homage to Louis VII; though in doing this he set an example to his own vassals. Anjou, Maine and Touraine were strongly governed, but Aquitaine was a collection of distinct territories, and Henry's lordship here was tenuous. Answers should thus note that Henry's power differed from one region to another, and there were no unifying institutions which tied the Empire together. Nonetheless, Henry maintained a powerful personal ascendancy over the Empire, partly because he spent less than half his reign in Britain, and partly because royal armies were financed out of English taxation. A simple descriptive outline of the extent of the Empire will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who offer some of the key features of royal control, perhaps focused on the king's personality, will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the varying control within each territory, though the answer may be unbalanced, with more emphasis placed on French territories. At Level 5 there will be some attempts to evaluate the varying nature of royal power throughout the Empire, perhaps with some consideration of the need to revive royal power after the civil conflicts of Stephen's reign.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Richard's absences, both on the Crusade and in Normandy, and the impact his absence had on the government of England. William Longchamp was an unfortunate choice as justiciar. He was insensitive to English customs, and was forced from office by an alliance of Prince John and senior nobles. However, Hubert Walter proved an outstanding replacement for Longchamp, both as a shrewd minister and legal reformer. The strength and loyalty of the central government, in which Eleanor of Aquitaine played a central role, was demonstrated by the ease with which Richard's ransom was raised, releasing him from the custody of Henry VI. England at this time was governed by professional administrators, which suggests that Henry II's administrative reforms had ensured the smooth running of the government. However, the government was incapable of keeping the peace, as shown by the attacks on the Jews in 1190, and by the disloyalty of John, who instigated the removal of Longchamp and tried to stir up rebellion in 1193. A simple descriptive outline of the nature of government will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who offer some analysis of the key features of government will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the strengths and weaknesses of government at this time, though the answer may be unbalanced, with more emphasis placed on the role of individuals. At Level 5 there will be some attempts to evaluate the nature of government during Richard's absence, and the extent to which government was damaged by the king's absences.</p>	30

A4 From Black Death to Great Revolt: England, 1348-81

Question Number	Indicative content	Mark
7	<p>The question is focused on years after the Black Death of 1348-49, and the extent to which the fall in population affected the economy. While there is evidence that there had been a general fall in both population and commodity prices since the famine of 1315, the plague of 1348-49 changed the economy dramatically. The acute shortage of labour led to the Ordinance of 1349 and the Statute of Labourers in 1351, which attempted to fix wage and price levels. This had some immediate success, but in the long term landlords began to bid against each other for labour. There was a rise in labour mobility and in the number of free men, and low agricultural rents gave them the opportunity to become small farmers. Towns were hit hard, with economic repercussions including vacant dwellings and workshops, a dearth of skilled craftsmen, and the rapid decline in the number of markets. There was also a fall in the staple exports of wool and cloth. The landowners' attempts to minimise their tax contributions led to innovative taxes on the church and the introduction of the poll tax, which contributed to the Peasants' Revolt in 1381. An answer which describes the economic impact of the plague, perhaps focusing on the fall in population, will be marked in Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address the economic impact of the Black Death but may include significant narrative or descriptive passages. At Level 4 candidates will offer reasonable range and depth of material and will address several ways in which the plague affected the economy of the country. Level 5 answers will make some attempt to evaluate the state of the economy after 1348, perhaps setting the decline of the landowners against the economic gains made by the labourers and peasants.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on Peasants' Revolt of 1381, and the significance of the decline in population as a causal factor. Candidates can consider the effects of the fall in population on the manorial system, resulting in the granting of freedom to peasants and paying them to work on estates. The placing of greater value on labour led to a general rise in wages which the Ordinances and Statute of Labourers did little to check. The peasants were given increased employment options and more mobility, leading to significant urban migration. Candidates can also consider other reasons for the outbreak of the revolt. These include growing opposition to the feudal structure of society and a general dissatisfaction with the Church and its power which was popularised by Wycliffe and the Lollards. A simple description of the general economic effects of the Black Death will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. At Level 3 answers will begin to focus on the causes of the Peasants' Revolt, but answers will include significant passages of narrative or descriptive material. Responses at Level 4 will clearly address the stated factor, and may well consider other relevant factors, especially the poll taxes of 1377-80, but the answer may be unbalanced. At Level 5 will be those who explain the role of depopulation along with other factors within a reasonably balanced response, which may include reference to conditional factors such as the social and economic impact of the Hundred Years War.</p>	30

A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

Question Number	Indicative content	Mark
9	<p>The question is focused on Henry V's renewal of England's claim to the French throne in 1415 and the significance of divisions within the French ruling elite in making that demand. Henry V's accession marked a decisive break with the past in Anglo-French relations. He negotiated simultaneously with both the Armagnacs and the Burgundians, exploiting and maintaining their divisions, and extended his demands to include virtually the whole of the former Angevin Empire. Both sides wanted a settlement with England. For John of Burgundy it would prevent a hostile alliance aimed at his large dominions; while the Armagnacs wanted a solution based on the Treaty of Bretigny in 1360. Henry used this period of abortive negotiations to prepare for invasion, and parliament granted a double subsidy. The embassy at Winchester in June 1415 led to the collapse of negotiations and the invasion later that year. A simple description of events, perhaps focused on the weakness of the French monarchy and the intermittent insanity of Charles VI, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will begin to focus clearly on the divisions between Armagnacs and Burgundians, though there will be significant passages of descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate material, and will address arguments both for and against the stated view to some degree. They may set Henry's diplomatic skills against the weaknesses and the divisions within the French leadership, though there may be imbalance between the arguments. Those who can develop alternative arguments in a broadly balanced response will access Level 5, with the best considering other factors, such as Henry's intention to establish Lancastrian legitimacy once and for all, and the importance of the ending of the Welsh revolt and the imprisonment of the Scottish king.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on English rule in France after the death of Henry V, and on the importance of the Burgundian alliance in sustaining English power. Formed after the murder of the Duke of Burgundy in 1419, the alliance was always an artificial one. The French tried to detach Philip of Burgundy from the English after the death of Henry V, though Bedford's strong support for Burgundy prevented this. Throughout the 1420s Burgundian support underpinned Bedford's rule, and was strengthened by Bedford's marriage to Philip's sister in 1423. The two partners were successful at Verneuil in 1424, consolidating England's conquest of Normandy; and Anglo-Burgundian forces defended Paris against Joan of Arc in the late 1420s. Bedford's council in Paris was staffed by Burgundians, and the parlement was dominated by Burgundian lawyers. By the early 1430s the alliance was in difficulties. Philip did not attend Henry VI's coronation, and had signed a truce with Charles VII. The conference at Nevers in 1435 released Philip from the Treaty of Troyes and he renewed his allegiance to Charles VII. The ending of the alliance left England's position in Paris and Normandy seriously exposed, and the death of Bedford shortly afterwards was a major blow to the Lancastrian regime. A simple descriptive outline will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the importance of the alliance for the Lancastrian regime. At Level 5 there will be an attempt to evaluate the importance of the alliance for Bedford, perhaps with some consideration of Bedford's qualities as a ruler and his successful handling of English armies.</p>	30

A6 The Wars of the Roses in England, 1455-85

Question Number	Indicative content	Mark
11	<p>The question is focused on the outbreak of the Wars of the Roses in 1455, and the significance of local rivalries among the nobility in explaining the origins of the conflict. The growing divisions among the nobles were linked to the rising power and ambition of York in the early 1450s and Henry VI's collapse in 1453. A number of separate disputes became serious. Attacks on Suffolk were linked to the disastrous military setbacks in Normandy and the Crown's bankruptcy, and to the growing strength of Somerset. In 1453 disagreements between the Nevilles and Percies in the north led to armed conflict, and the Nevilles joined with Warwick in attacking Somerset's position, leading to his imprisonment on charges of losing Normandy. In 1454 York's opponents, notably Wiltshire and Bonville in the west, Exeter and Egremont in the north, began to collect private armies. Growing tension and divisions, coupled with York's obvious ambitions, led to the first major battle of the Wars of the Roses, at St Albans in May 1455. A simple descriptive outline of events, perhaps focused on the activities of the Duke of York, will be marked within Levels 1 and 2, and progression will depend on the range and depth of material offered. Those who offer some consideration of noble divisions will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the significance of divisions among the nobility in causing the outbreak of conflict. At Level 5 there will be an attempt to evaluate noble divisions, perhaps setting these against other factors such as the birth of Henry VI's son, the weakness of Henry VI, and the disintegration of English power in France by 1453.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the problems facing the English monarchy in 1483-85 and the extent to which Richard III was responsible for his own insecurity. The sudden death of Edward IV in 1483 and the accession of the young Edward V led Gloucester to exploit the divisions between the Woodvilles and leading nobles, question the legitimacy of both Edward V and his father, and carry out his usurpation with the help of Buckingham in the summer of 1483. The latter's rising was easily suppressed, Henry Tudor's attempted invasion in 1483 failed, and Richard's serious approach to government, coupled with his obvious political skills, helped to re-establish some stability by 1485. However, events abroad conspired to destabilise Richard's throne. The French court feared a possible English invasion and gave military and financial assistance to Henry Tudor's invasion of 1485. The failure of the Stanleys and other nobles to give Richard their full support at Bosworth contributed to the king's defeat and Henry's successful usurpation. A simple descriptive outline of events, perhaps focused on 1483, the Princes in the Tower, and Bosworth, will be marked within Levels 1 and 2, and progression will depend on the range and depth of material offered. Those who offer some consideration of Richard's insecurity will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess Richard's role in the development of his own insecurity, perhaps focused on the usurpation of 1483 and its effects in strengthening his opponents. At Level 5 there will be an attempt to evaluate the nature of royal power in this period, perhaps with a challenge to the suggestion that Richard was responsible for his own insecurity, or questioning the extent to which royal power was unstable throughout these three years.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the steps taken by Henry VII to secure the Tudor dynasty in its early years, and the extent of the king's success by 1489. Henry's position after Bosworth was by no means secure. Although Richard III was dead and no powerful kingmakers emerged, the king had little noble support and there were several Yorkist claimants to the throne, including Warwick, Lincoln and Elizabeth of York. Parliament supported Henry's claims through victory in battle, and the king's position was strengthened by his marriage and by papal confirmation of his title. While the rising of Lovell and the Staffords in 1486 was not very serious, the Simnel rebellion, involving many Yorkists and supported by Margaret of Burgundy with both troops and money, was a major threat which forced Henry to lead his troops into battle at Stoke in 1487. The Yorkshire rebellion in 1489 demonstrated that Henry's support in the north of the country was not secure, and highlighted the problems of raising unpopular taxes. A simple description or narrative of some of these events will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the steps which Henry took to secure his throne, though the answer may include significant passages of descriptive or narrative material, possibly focused on Simnel. At Level 4 answers will consider the strength of Henry's position, but the response may lack balance. At Level 5 there will be a clear evaluation of the extent to which Henry had established his position by 1489, perhaps with some consideration of the lingering Yorkist threat.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Henry's relations with Spain and Scotland during his reign, and the extent to which they strengthened the security of the Tudor dynasty. Henry's belief that Spain could be a counterweight to French power led to the treaty of Medina del Campo in 1489, which included key articles against the Yorkists and proposed the marriage of Catherine of Aragon to Prince Arthur. The renewal of the alliance in 1499 was linked to the execution of Warwick and Warbeck, though it fell into disarray with the death of Arthur in 1502 and of Queen Isabella in 1504. The problem of Catherine's position soured Anglo-Spanish relations for the rest of Henry's reign. James IV of Scotland's hostility towards England was obvious through his support of the Yorkists, the renewal of the French alliance in 1491, and the backing for Warbeck, including the invasion attempt in 1496. Relations improved dramatically following the truce of Ayton in 1497 and the Treaty of Perpetual Peace in 1502, cemented with the marriage of Margaret Tudor to James IV. A simple description of some aspects of Henry's policy will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the significance of relations between the three countries, but answers may include significant passages of narrative and descriptive material. At Level 4 answers will consider the success of Henry's diplomacy, though the answer may lack balance. At Level 5 there will be a clear attempt to evaluate the link between Henry's security and these aspects of his foreign policy, perhaps including a comparison of the significance of each country in strengthening Henry's security.</p>	30

B1 Luther, Lutheranism and the German Reformation, 1517-55

Question Number	Indicative content	Mark
1	<p>The question is focused on the challenge which Luther mounted against the Church in the years 1517-21, and on the extent to which that challenge changed and developed. The 95 Theses of 1517 were concerned primarily with the sale of indulgences and with other corrupt practices within the Church. Papal attempts to counter Luther's views at Augsburg in 1518 and at Leipzig in 1519 forced Luther to take his arguments to their logical conclusion. The challenge to papal powers developed into a rejection of any such special powers; and the reform of abuses was abandoned since no compromise with the Church now seemed possible. Above all, Luther appealed to the Bible as the only source of Christian truth, and 'sola fide' became the central idea of his thinking. The pamphlets of 1520 reiterated 'sola fide', accepted only two sacraments, baptism and the Eucharist, and invited the princes to take control of religious affairs within their territories. Luther's developed thinking was condemned by the Edict of Worms in 1521. A simple descriptive outline, perhaps focused on indulgences and the Diet of Worms, will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer some analysis of change will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the development of Luther's teachings and the significance of his challenge to the Church. At Level 5 there will be an attempt to evaluate change over time, with perhaps some consideration of the fact that the 1520 pamphlets signified a political as well as a religious challenge to Catholicism.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reign of the Emperor Charles V, and on the reasons why he failed to suppress Lutheranism within the Holy Roman Empire. The Empire was characterised by internal disunity, with power shared by the princes, knights, church leaders and cities. Charles never exercised more than nominal power, as shown by the imperial election of 1519 and the necessity of conciliating Frederick the Wise. The Imperial Diet also exercised a check on Charles' powers. The Schmalkaldic League of 1531 confirmed the readiness of the Protestant princes to defend Lutheranism, while the Regensburg Colloquy of 1541 demonstrated their unwillingness to compromise. Although Muhlberg in 1547 was a massive victory for Charles, he was unable to capitalise on this with his proposed reforms of the Empire's structure. The unwillingness of the princes to hand over any of their powers to the Emperor led finally to the Peace of Augsburg in 1555, making the Lutheran schism permanent and destroying the concept of a unified Empire. A simple outline of developments which describes some features of the Empire's structure will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the nature of power within the Empire will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of the different centres of power within the Empire, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the part played by the structure of power in Charles' failure to defeat Lutheranism, with perhaps some consideration of other relevant factors such as Charles' distractions outside Germany and the growing popularity of Luther's beliefs.</p>	30

B2 Meeting the Challenge? The Catholic Reformation, c1540-1600

Question Number	Indicative content	Mark
3	<p>The question is focused on the extent to which the Catholic Church underwent reform before the Council of Trent met for the first time in December 1545. Answers may discuss the internal reformation by considering the timidity and inadequacy of the recommendations of the Fifth Lateran Council, 1512-17: the foundation and growth of new religious orders, including the Capuchins, Theatines, the Oratory of Divine Love, the Ursulines and the Jesuits: the work of humanists, notably Erasmus, Pole and Contarini; and the actions of Paul III. Paul III was determined to carry out reforms, and his legacy included the Consilium of 1536-37, his approval of the Jesuits in 1540, and his decision to summon the Council of Trent. A simple description or narrative of events will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the various reforms, but answers may include significant passages of descriptive or narrative material. At Level 4 answers will consider the extent of reform, but the response is likely to lack balance, and may focus on the new religious orders. Those who begin to address the relative significance of the reforms and can evaluate the extent of reform within the Church will access Level 5.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the significance of the Jesuits during the course of the Catholic Reformation between 1540 and 1600. Established with the approval of Paul III in 1540, the Jesuits grew rapidly and assumed an important role in the renewal of the Church. Answers may refer to their missionary activities, notably Francis Xavier in India and Japan, and to their important links with the ruling families of Europe. Their educational activities were very important, not only in producing trained theologians, but also in providing high quality secondary and university education, as well as improving the standard of the parish priests. The work of Peter Canisius in persuading German princes not to abandon Catholicism, and his influence on the Emperor Ferdinand I, is also relevant. A simple description of some of the Jesuits' activities will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on a number of Jesuit activities, but answers may include significant passages of descriptive or narrative material. At Level 4 answers will consider the overall significance of the Jesuits, but the answer may lack balance, and may focus on Ignatius Loyola, the <i>Spiritual Exercises</i>, and educational activities. At Level 5 answers may evaluate the significance of the Jesuits within the given period, with perhaps a comparison of the impact of the Jesuits with that of the Council of Trent on the Catholic Reformation.</p>	30

B3 The Revolt of the Netherlands, 1559-1609

Question Number	Indicative content	Mark
5	<p>The question is focused on the outbreak of the Dutch revolts against Spanish rule, and on the importance of religious divisions in causing that revolt. Both Charles V and Philip II saw it as their duty to suppress heresy in the Netherlands, a policy which brought them into conflict with local governing bodies, which promoted toleration and coexistence. There was significant opposition to Philip II's reform of ecclesiastical organisation in 1561, and to the establishment of the Inquisition to enforce anti-heresy laws in 1565. The rapid spread of Calvinism in the early 1560s led to the Compromise of 1566, which threatened rebellion if religious toleration was not granted. Margaret's acceptance of the Compromise led to the Iconoclast Fury of 1566 in southern Flanders. Tournai and Valenciennes fell under Calvinist control, and both refused to recognise the government of Margaret of Parma. The defeat of a Calvinist army in 1567 drove Calvinism underground shortly before the arrival of Alba and his forces. A simple descriptive outline of some events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the role of religion in the revolt will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of religious disputes, especially the rapid growth of Calvinism, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the role of religion in the revolt, with perhaps some consideration of other relevant factors. These include Habsburg centralisation, which went against Dutch traditions, economic factors, regional differences, and the appointment of unpopular foreigners to government positions.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the part played by William of Orange as an early leader of the Dutch revolt, and the significance of his leadership in the success of the revolt to 1584. Until 1567 Orange appeared to be loyal to the Spanish rulers of the Netherlands; his campaign against Granvelle and the inner council was motivated by his demand to allow the Dutch grandees a share in government. His flight to Germany after Alba's arrival in 1567 and the execution of Egmont and Horne changed him into a leader of the opposition to Spanish rule. His invasion of 1568 was a failure, but he gained a permanent foothold in the north in 1572, thanks to the Sea Beggars and local risings in his support. By 1576 Orange had established a parliamentary regime in Holland and Zeeland, and with the Pacification of Ghent he united all provinces against the Spanish mutineers. Orange was opposed to the division of the country by the Union of Arras and the Union of Utrecht, and his assassination in 1584 left the Netherlands divided and intolerant in religion. A simple outline of some of these events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of Orange's leadership will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess Orange's role within the early Dutch revolts. There may be some reference to his changing beliefs and intentions, for example on religious toleration and on promoting popular rights and privileges, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the significance of Orange's leadership, perhaps with reference to his national standing by 1576 in contrast with the grandees' suspicion of his radical following which was a factor in the creation of the divisive unions of 1579.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the significance of the religious upheavals in the given period in intensifying the persecution of witches. Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends. Lutherans followed their founder's belief that witches should be burnt as heretics for making a pact with the Devil. Calvin had less room for witchcraft in his theology, but accepted its reality: persecutions in Calvinist territories were comparable to other regions. Persecution increased as religious conflict erupted into wars, notably the Thirty Years War of 1618-48, exacerbating the social tensions which produced witchcraft. Thus the witch craze was at its most severe during the given period. It was especially harsh in France, where a tradition of heresy trials had laid the basis for judicial repression of witchcraft. Equally, persecution increased in Catholic areas of Europe as the Jesuits replaced the Dominicans as the chief hunters of witches. A range of general statements with weak supporting evidence will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of religious tensions and witch trials will access Level 3, though there may be some extended sections of descriptive material. At Level 4 there will be an explicit attempt to assess the links between religious upheavals and the persecution of witches, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the nature and extent of the witch craze, linking it to religious tensions and perhaps to other social and economic factors.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the witch trials in the given period, and on the extent to which they reflected regional stereotypes of witches and witchcraft. Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends. Sufficient range and depth may be achieved with reference to a few regions, such as Scotland, England and Germany. Popular ideas on witchcraft were developed by the <i>Malleus Maleficarum</i> of 1486, which claimed that witches renounced their faith, had intercourse with the Devil, and could fly and change their shape. However, the stereotype varied in different regions. For example, the Essex witches did not fly or worship the Devil, but were believed to cause disease and fits, and to harm livestock and children. King James developed his own ideas on witchcraft in Scotland, and the law of 1604 introduced more continental ideas into England, which helped produce the Lancashire witch trials of 1612. In some parts of Europe, especially those affected by religious change, the renunciation of the Catholic faith was paramount in the standardisation of accusations of witchcraft. In many regions standard lists of questions were used, which assumed that most witches fitted the existing regional stereotype. In Spain, however, the Inquisition was less inclined to view apostasy as indicating witchcraft. A simple descriptive answer, possibly outlining some aspects of a general stereotype of witches, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the nature of witch trials will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the witch trials through regional variations, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the connection between popular and regional views of witchcraft and the trials, torture and execution of those charged with witchcraft.</p>	30

B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on Tyrone's rebellion of the 1590s and early 1600s, and on the reasons why his rebellion failed to dislodge England's growing control of Ireland. Answers may refer to the outbreak of the conflict, caused by O'Neill's ambitions and the growth of English power outside the Pale. O'Neill and his allies secured some spectacular victories, notably at Yellow Ford in 1598, which encouraged uprisings throughout Ireland. However, there were significant divisions among the Irish, especially as all the fortified towns and cities sided with the English government; and there were equally important disagreements over religion. The failure of Essex in 1599 led to his replacement by Mountjoy, a more skilful commander whose policy of attrition in Ulster seriously weakened O'Neill. The intervention of the Spanish at Kinsale in 1601 persuaded Elizabeth to send large reinforcements to Ireland, leading to the defeat of the Irish and Spanish at Kinsale and the collapse of the military coalition that had threatened English rule. England's hold on Ireland was strengthened under the early Stuarts with the flight of the Earls and the policy of Protestant plantation. A simple descriptive outline of some events will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some causal analysis of Tyrone's failure will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to explain the effects of Tyrone's failure on English power in Ireland, though the answer may lack balance overall, and may concentrate on military campaigns. At Level 5 there will be some attempt to evaluate the outcome of the rebellion, considering both Irish weaknesses and England's determination not to allow its hold on Ireland to be weakened.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the land question in Stuart and Cromwellian times, and the extent to which the problem had been settled by the time of the restoration in 1660. Answers may consider the plantation policy of the early Stuarts and the extent of its success. The redistribution of land was only partly successful, with fewer English and Irish settlers than expected, partly thanks to the attraction of settling in America. The growing use of Irish tenants meant that the promotion of Protestantism in Ireland was not entirely successful, and the ultimate failure of the policy might be evidenced with reference to the outbreak of the rebellion of 1641. Cromwell's policies were more brutal than those of the Stuarts, and included the confiscation of all Catholic estates. Nonetheless, the restored monarchy did not see any significant reversal of Cromwell's policies. A simple descriptive outline of events, perhaps focused on Cromwell's rule, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some consideration of the success of English policies will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the nature of English policies and their success in dealing with the land question, though the answer may lack balance overall and may focus on early Stuart plantations. At Level 5 there will be some attempt to evaluate English policies, and assess the degree to which they succeeded in their aims.</p>	30

B6 The Thirty Years War and its Impact on Continental Europe, 1618-60

Question Number	Indicative content	Mark
11	<p>The question is focused on the years 1630-35 and the extent to which Swedish intervention changed the dynamics and course of the Thirty Years War. Answers may refer to the reasons for Swedish intervention, including the fear of Habsburg control of the southern shores of the Baltic, and Gustavus Adolphus' concern for German Protestants. The Treaty of Barwalde moved France closer to intervention in the war and made a long period of Swedish intervention possible. Victory at Breitenfeld transformed the war, allowing Gustavus to occupy Pomerania and Mecklenburg and, in effect, to dominate the whole of Germany. The king's death at Lützen in 1632 did not end Swedish intervention, which was maintained by Oxenstierna's quest for Swedish security. Sweden's defeat at Lützen in 1634 ended Protestant resistance, re-established Ferdinand's position, and led to the Peace of Prague in 1635 which appeared to restore stability to central Europe. A simple outline of events, possibly focused on Gustavus Adolphus, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the importance of Swedish intervention will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the impact of Sweden's involvement, including the importance of the alliances made with the Protestant princes and with France. At Level 5 will be answers which attempt to evaluate Sweden's role, and the extent to which it changed the nature and progress of the war.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the impact of the campaigns of the Thirty Years War and the extent to which the German states and people were affected by the conflict. The war was noted for its savagery. All sides used mercenary armies accustomed to pillage and violence against non-combatants, and commanders were unable to impose strong military discipline. There was some economic dislocation, though economic decline predated the war with the rise of Sweden in the Baltic, and of England, the Netherlands and France in the west. This process was accelerated by the war, as normal trade routes were broken. In rural areas the decline of feudalism was hastened in the south and west, though the reverse happened in the north and east. There is evidence of a decline in population of around 15-20%, though there were regional variations, especially for areas on the route of invading armies. Some cities, notably Augsburg and Magdeburg, were hit badly, though Hamburg and Leipzig even profited from the war. The Treaty of Westphalia gave even greater independence to the princes, confirmed the terms of the Peace of Augsburg in 1555, and ended the idea of the Empire as a single political unit. Candidates are not required to consider all the above, but should consider a number of points in framing their answer. A simple descriptive outline, perhaps focused on population and the mercenary armies, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who address some consequences of the war will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess some of the social, economic, religious and political effects of the war, though the answer may lack balance. Level 5 answers will make some attempt to evaluate the effects of the war, perhaps challenging the question with a balanced assessment of its impact on the German states and people.</p>	30

B7 Crown, Conflict and Revolution in England, 1660-89

Question Number	Indicative content	Mark
13	<p>The question is focused on the Anglo-Dutch wars and the extent to which they led to a decline in the relationship between Crown and Parliament. Candidates do not need to display detailed knowledge of the course of these wars, though they may refer to some significant naval battles. The second Anglo-Dutch war was supported by MPs, especially those who represented the mercantile interest, and parliament granted generous subsidies to prosecute the war. The failure to secure quick victories, notably in the Four Days Battle in June 1666, led parliament to blame setbacks in war on government corruption. The war had nearly bankrupted the Crown and placed the king at the mercy of Parliament. De Ruyter's spectacular action in the Medway in June 1667 led to widespread criticism of Charles and his brother, strong attacks on Clarendon and his enforced resignation in August 1667. The Third Anglo-Dutch war was linked to the Secret Treaty of Dover and the French alliance. Parliament again granted generous funds, but the indecisive encounter off Southwold Bay, France's land victories, and effective Dutch propaganda by William of Orange turned parliament against the war, and led to very stormy sessions in 1673 and 1674, including criticism of members of the Cabal. The dismissal of Shaftesbury and his vigorous opposition led to the first signs of the emergence of a 'Country Party'. A simple description of some events of the war and parliamentary opposition will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. At Level 3 candidates will address some changes in Charles' relationship with parliament, but responses at this level will contain substantial passages of narrative or descriptive material. At Level 4 candidates will begin to consider the nature and extent of change, but the argument may not be balanced between both wars. At Level 5 will be answers which begin to evaluate the nature and extent of change, perhaps with reference to the extent to which relationships between Crown and Parliament were significantly or permanently damaged.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the reign of James II (1685-88) and the extent to which the king's actions precipitated his downfall. Charles left a strong throne for his brother, whose accession was generally welcomed. However, James' policies in favour of Catholics were met with growing opposition. He used his prerogative powers to allow religious and legal equality for Catholics, and intervened in the case of Godden v Hales. Two Declarations of Indulgence, in 1687 and 1688, were strongly opposed, the latter leading to the trial and popular acquittal of the Seven Bishops. The birth of a son to Mary of Modena raised the prospect of a line of Catholic rulers, and was instrumental in the appeal to William of Orange in 1688. His opponents also saw James as representing a threat to Parliament and the rule of law by his autocratic actions, such as the remodelling of borough charters and the appointment of Catholics as magistrates. Louis XIV's revocation of the Edict of Nantes acted as a warning to English Protestants of the misuse of autocratic powers. A simple description of some of the events listed above will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent to which James caused his own downfall. Those who can offer some evaluation of the reasons for James' flight and the strength of opposition to him will access Level 5.</p>	30

C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the role of merchants and the East Indian Company in developing trade and providing the framework from which British involvement in India grew. Candidates are likely to consider the threat to the East India Company's interests and its relationship with the Maratha government. They are likely to show a clear understanding of the expansion of the Company's trade at the expense of rivals and the acquisition of territory. The statement that the threat to the Company's interests was the 'most important reason' gives the candidates an opportunity to counter argue. A profitable alternative line of argument for greater British involvement could be the rivalry with the French. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for the growth of British involvement in India, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the threat to the East India Company's interests and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'do you agree' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the impact of the Atlantic slave trade on colonial development in Britain's North American colonies and the West Indies. The candidates are likely to focus their response on the importance of slavery to the economies of the American plantations and to the sugar industry in the Caribbean. They might also explore the profitability of the slave trade and how that linked to investment in colonial expansion. Candidates might consider other reasons for colonial development including the trade in goods such as tobacco and furs and the growth of the fishing and whaling industries. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the development of colonies in the south of British North America and the West Indies but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will consider the range of links between the slave trade and the development of Britain's colonies in the south of North America and the West Indies although there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of issues to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

C2 Relations with the American Colonies and the War of Independence, c1740-89

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the relationship between Britain and the colonies between 1740 and 1763. The candidates are likely to prioritise an argument based on factors which might include the impact of French rivalry in north America, the King George's War (War of the Austrian Succession) and the French and Indian War (Seven Years War). Candidates might argue that the relationship was strengthened because of the need to defeat the common enemy, i.e. France. Candidates may explore the strengthening of links due to trade. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for the strengthening of the relationship, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the British government's initiatives as well as other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'why' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the reasons for the victory of the colonists in the American War of Independence. Candidates are likely to consider the weakness of British military leadership including the varying qualities of leaders including Burgoyne, Howe and Cornwallis. The question allows the candidate to consider other reasons for the colonists' victory including foreign support for the colonists, logistical problems for the British both in fighting a war at such distance and retaining loyalist support as well as the merits of the colonists' campaign. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the victory of the colonists and the British military leadership but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to weigh the incompetence of British military leadership against other factors but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a number of relevant factors in a broadly balanced response. The best responses will weigh the issues coming to an overall judgement.</p>	30

C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

Question Number	Indicative content	Mark
5	<p>The focus of the question is on the operation of slavery in British colonies between the years c. 1760 and 1833. Candidates are likely to show an understanding of the structure and operation of slavery in British colonies in the period in question. They are also likely to focus on the brutality of transportation, of plantation life and in particular on the systematic use of punishments. However, the word 'primarily' allows candidates to explore other reasons for the effective operation of slavery including the development of a strong culture amongst slaves, based on the extended family and religion. Some slave owners were more brutal than others, which is a line which candidates might expand upon. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the operation of slavery in the period in question but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to weigh the importance of brutality to the effective operation of the system and may well introduce other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering the significance of the brutality in the context of other factors and will establish conflicting arguments in a broadly balanced response. The best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the reasons for success of the anti-slavery campaign, notably in the passing of the two Acts in 1807 and 1833. Candidates are likely to focus on the influence of the Evangelical Movement through individuals such as Wilberforce and organisations including the Clapham Sect and are likely to debate the significance of the Movement. Candidates may also question the relative importance of the Evangelical Movement by placing the success of the anti-slavery campaign into a wider context, which may include changing economic conditions in the Caribbean and the impact of the 1831 slave revolt. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the success of the anti-slavery campaign but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the relative importance of the Evangelical Movement but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how important', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the extent to which successive British governments succeeded in limiting the power of the East India Company between 1767 and c1835. Whilst candidates will not be expected to know the specific clauses of the East India Company Act of 1773, India Bills of 1783-4 and Charters of 1813 and 1833, they are likely to show an understanding of their outcome with regard to the power of the Company. Candidates might attempt to argue that, despite the legislation, attempts at 'dual control' and abolition of certain monopolies, the Company still exercised considerable power. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the attempts of the British government to limit the power of the East India Company but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent to which the British government was successful and will recognise the limits of their success but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering both sides of success to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the interaction of the British with Indian princes in the period 1760-c.1835. Candidates are likely to consider the extent to which the relationship changes by giving examples of how the Indian princes attempted to limit the power of the British. Specific detail may include the opposition of Tipu Sahib in Mysore, relations with the Marathas and the Mysore Wars. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the relationship between the Indian princes and the British but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider how the relationship changed and developed as British power and influence spread but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by fully considering the extent of change in a broadly balanced response, while the best may attempt to evaluate the extent and come to an overall judgement.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the reasons for the expansion of the British Empire up to 1870. Candidates may show an understanding of the strategic importance of the territories gained in 1835, such as Malta, Heligoland, Ceylon and the Cape of Good Hope. However, they may also consider the fact that it was not just territories gained in 1815 that helped in the subsequent expansion; notably Britain's naval supremacy established during the conflict was to be of particular importance as was Britain's commercial supremacy and the control of a network of military bases worldwide. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address British imperial expansion but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will consider the importance of territories acquired in 1815 in the context of other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how important', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the importance of the Christian missionaries in the development of the British Empire between c.1815 and 1870. Candidates are likely to focus on the role of missionaries and how they drove forward expansion of Empire in Africa. They might highlight the role played by organisations such as the London Missionary Society as well as that played by individuals including Robert Moffat and David Livingstone. However, candidates might also consider that the role played by missionaries was narrow because their aims were limited. The more discerning candidate may also argue that the role of the missionaries was limited to the spread of Christianity and that other factors, including the development of trade and economic links, were of far greater significance. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the development of the British Empire but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will consider the importance of the role of Christian missionaries in the development of the Empire but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how important', by considering the extent to which the missionaries had a role but, also the limitations to that role in a broadly balanced response. The best candidates will attempt to evaluate both before coming to an overall judgement.</p>	30

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The focus of the question is on the reasons for the outbreak of the Second Boer War. Candidates could show an understanding of the link between Britain's wish to control the region's natural resources and the outbreak of war. However, the element in the question which asks whether this was the 'main reason' or not allows candidates to consider other factors including the roles played by Rhodes and Kruger, the importance of the Jameson Raid, British colonial policy and issues relating to tariffs. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address reasons for the outbreak of war but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will consider the desire of the British to seize control of the region's gold and diamond reserves alongside other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The focus of this question is on the changes in British attitudes towards Empire. Candidates are likely to focus on a range of factors that led to a change in attitudes, from the sense of the colonies being millstones to assets. They should be aware of the impact of pro-imperial politicians including Disraeli, writers such as Kipling and events including the relief of Mafeking. However, candidates may also recognise the limitations to a pro-imperial sentiment by considering the impact of critics such as Lloyd George and J.A. Hobson and events including the Second Boer War on attitudes. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the central issue of changes in British attitudes but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent of change and continuity but there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering change and continuity in a balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
13	<p>The focus of the question is the reasons for the granting of independence to former British colonies in Africa in the years 1957 to 1965. Candidates might show a clear understanding of the influence of African independence movements. The inclusion of the word 'primarily' in the question allows the candidate to argue the relative importance of other factors. Candidates may profitably explore the relative significance of the decline in British power, the impact of Suez and the broader international context including the attitude of the United States of America. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the granting of independence but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the influence of the African independence movements alongside other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'do you agree' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the reasons for instability in ex-imperial possessions in east and west Africa in the 1960s and 1970s. Candidates are likely to focus their response on the impact of the process of decolonisation on the countries in question, such as Uganda and Nigeria. Whilst exploring the impact of the transition from colonial to post colonial systems of rule, candidates may explore other reasons for political instability. These might include the actions taken by the countries' new rulers, new tensions that emerged in the post-colonial world and the actions of individuals such as Idi Amin and Colonel Gowon. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the political instability but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of decolonisation and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

D1 Crises, Tensions and Political Divisions in China, 1900-49

Question Number	Indicative content	Mark
1	<p>The question is focused on the development of the two main parties in China in the 1920s, and the role of the Soviet Union in furthering that development. The October Revolution had inspired the May 4<sup>th</sup> movement and influenced all Chinese revolutionaries. Soviet and Comintern advisers played a significant role in the creation of the CCP in July 1921, but the Soviets persuaded the Communists to join both the CCP and the Nationalists since they were keen to work with the larger Nationalist Party. The Russian representative Alexander Borodin worked from 1923 to transform the Nationalists into a party similar to the Bolsheviks. He was responsible for arming the Nationalists and helped to found the Whampoa Military Academy which produced well-trained military leaders. Chiang Kai-shek relied on Soviet advisers during the Northern Expedition against the warlords in 1926. However, Stalin was unable to prevent the growing divisions within the United Front which led to the Shanghai Massacre of 1927. The CCP's Autumn Harvest Uprising and the Canton rising both failed, the latter being mounted on Stalin's orders. Moscow changed its position to support only the CCP, whose membership had risen dramatically in 1926-27. A simple outline of events, perhaps focused on the development of the Nationalist Party, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who begin to offer an analysis of the role played by the Soviet Union in political developments in China will access Level 3, although there may be extended passages of narrative. At Level 4 there will be an explicit attempt to consider the significance of Soviet intervention in Chinese political developments which culminated in the ending of the United Front in 1927. At Level 5 will be answers which evaluate the role of the Soviet Union, perhaps contrasting the nature and extent of its role in reorganising the Nationalists with its more limited role in the establishment and development of the CCP.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the Civil War of 1946-49 and the extent to which the Nationalists brought about their own defeat. In the first phase of the war the Nationalists made a serious error in trying to take Manchuria, far from their power bases. Military leadership was poor, their armies suffered from low morale, and their ill treatment of the peasants lost them potential support. These mistakes contributed to the Nationalists' inability to hold on to Manchuria in 1947-48, which fell to the PLA thanks largely to the skilful leadership of Lin Biao. The decisive battle of Huai Hai saw many strategic errors by Chiang and his generals. 300,000 Nationalist troops surrendered as GMD resistance north of the Yangtse disintegrated. The Nationalists also made political mistakes, including their leniency towards collaborators in Nanjing, and their unpopular reliance on the USA. A major factor in the Nationalists' collapse was monetary inflation, which caused the currency to collapse and led to the stockpiling of goods. A simple outline of the course of events, possibly focused on Manchuria, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who begin to offer an analysis of the failings of the Nationalists will access Level 3, although there may be extended passages of narrative. At Level 4 there will be an explicit attempt to consider the reasons for the outcome of the Civil War, including Chiang's ineffective leadership. At Level 5 there will be some attempt to evaluate the reasons for the</p>	30

	Nationalists' collapse from a powerful position in 1946, perhaps contrasting the GMD's difficulties with the PLA's strong leadership and disciplined forces, and the CCP's promises of land reform and the promotion of women's rights.	
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D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the early years of CCP rule, and the extent to which Communist rule was imposed by a systematic policy of violence. After 1949 China was under virtual military rule, and the government acted rapidly to establish central control over the provinces. The outlying areas of Xinjiang, Guangdong and Tibet were brought under control through armed force and a policy of terror. The 'three antis' and 'five antis' campaigns were aimed at former capitalists, and other political parties were forcibly attacked and destroyed. Mass killings were carried out in Shanghai and Canton against triads and criminal gangs. Mao's land policies caused widespread murders of landlords and 'kulaks'. All these policies were justified by Mao's belief that the revolution could only be achieved through systematic violence. Answers may also refer to the Hundred Flowers Campaign of 1957, changed by Mao into a policy of repression of opponents. A simple outline of some events, perhaps focused on the role of the army, will be marked within Levels 1 and 2, and progression will be depend on relevance and range of accurate material. Those who begin to offer an analysis of the nature and use of violence will access Level 3, although there may be extended passages of narrative. At Level 4 there will be an explicit attempt to consider violence over the given period, and to consider the extent to which it was deemed necessary to impose Communist rule. At Level 5 there will be some attempt to evaluate the methods used to impose rule by the CCP, perhaps challenging the question by referring to popular measures such as land reform and social policies.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the years between the 1949 revolution and the start of the Cultural Revolution in 1965, and on the extent to which government policies changed the lives of the Chinese people. Answers do not have to focus on a large number of social changes to access higher levels of attainment: two or three of the following are likely to be sufficient for a successful answer. Mao had long defended the rights of women, and laws were passed in the 1950s giving them more rights over marriage and divorce, and allowing them to own property. However, these policies did not change entrenched positions overnight, especially in the countryside, and very few women became involved in the economic or political life of the country. Cultural changes included the development of a form of Socialist Realism under the control of Jiang Qing. A national system of primary education reduced illiteracy, and more students were able to attend secondary school and universities. Medical provision was extended, with the party playing a role in educating the peasants on disease and health. Mao's religious policies were marked by intolerance of all religious beliefs, but persecution was especially virulent in Tibet against the lamas. A simple descriptive outline of some social changes, perhaps focused on the status of women, will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Level 3 answers will begin to address the nature of social change, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the nature and the extent of social change in the given period. At Level 5 will be those who provide some evaluation of the level of social change, perhaps contrasting government policies with the extent to which these were ignored at various levels of society.</p>	30

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

Question Number	Indicative content	Mark
5	<p>The question is focused on the development of the Russian economy from c1890 to 1914, and the impact of the economic reforms of the period. In 1881 there were only small pockets of industrial development in the Ukraine and around Moscow and St Petersburg, and capital for further industrialisation was limited. Major changes occurred while Witte was Minister of Finance between 1892 and 1903. He acquired state capital through tariffs and foreign loans, using much of the funds available to finance a transport revolution based on railways. At the same time, government policy promoted the coal industry in the Ukraine and oil in the Caucasus. The overall effect of Witte's policies was a significant rise in the production of raw materials and grain, and sustained economic growth. However, priority was given to heavy industry, with Witte ignoring light industries such as machine tools, and failing to tackle agricultural problems. Answers may consider Stolypin's agricultural reforms, including the Land Bank and voluntary resettlement, and may note the darker side of industrialisation, including overcrowding in towns, poor working conditions and weak unions, but these are not essential for accessing any level. A simple description of some of the reforms carried out by Witte and/or Stolypin will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 will be answers which begin to address the extent of change over the period, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent of change over the period. At Level 5 will be those who can offer some evaluation of the extent of change, perhaps referring to the limited and regional industrial development, and to the fact that even in 1914 80% of the population still worked on the land.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Bolshevik rule until Lenin's death in 1924, and on the failure of their many opponents to overthrow the government. The dissolution of the Constituent Assembly in January 1918 outwitted the Bolsheviks' main opponents, the SRs, who became a significant White force in the Civil War after the failure of their attempted coup in Moscow in 1918. While the government's opponents in the Civil War appeared impressive in numbers, they lacked unity in their military strategy and differed in their political aims. They were scattered around Bolshevik held territory and, as the Civil War developed, it became clear that the leadership of Denikin, Kolchak and Yudenich was uninspiring. Foreign intervention also appeared menacing. After Brest Litovsk Britain, France and the USA occupied some Russian ports, and the Japanese took Vladivostok. They were soon joined by other forces from eastern Europe. However, these armies had no interest in a long campaign after the defeat of Imperial Germany, and withdrew in 1919-20. A simple outline of some events will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who begin to offer a causal analysis of the failure of the Bolsheviks' enemies will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the weaknesses of the Whites, interventionist forces and the SRs, and the significance of these in explaining Bolshevik success. At Level 5 there will be some attempt to evaluate the conflicts of these years, perhaps with some consideration of Bolshevik strengths, including the political leadership of Lenin and Trotsky's military brilliance.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on Stalin's collectivisation policy of the late 1920s and 1930s and the extent to which collectivisation was essential for the transformation of the Russian economy as a whole. Answers may consider effects of collectivisation both on the countryside and in the towns, and may link collectivisation to the progress of the Five Year Plans. In the countryside private ownership was abolished, partly through the destruction of the so-called kulaks; party and government control was at last extended to the countryside; and the problems highlighted by the grain procurement crisis of 1927-28 were dealt with through the regular supply of food to the towns to feed the rising labour force. The economic effects of collectivisation include the collapse of livestock numbers and the massive loss of human lives, especially during the Ukrainian famine of 1932-33. However, grain production held up during the 1930s, and was exported to help fund Stalin's industrial plans. Millions of peasants migrated to the towns to boost industrialisation by joining the ranks of the urban proletariat. A simple outline of events, perhaps focused on the effects of collectivisation in the countryside, will be marked within Levels 1 and 2, and progression will be depend on relevance and range of accurate material. Those who offer an analysis of the effects of Stalin's policy will access Level 3, though there may be extended sections of narrative. At Level 4 there will be an explicit attempt to assess the extent to which Stalin's economic ambitions were met, with clear links established between collectivisation and industrialisation. At Level 5 there will be some attempt to evaluate the overall effects of the policy of collectivisation, and its importance in allowing for the development of the Five Year Plans.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on Stalin's consolidation of power in the 1930s and on the extent to which he established a powerful personal dictatorship in these years. After achieving power in 1929 Stalin instituted a party purge to silence the opposition of Ryutin and his supporters. Following the assassination of Kirov in 1934 the purges became more systematic and far-reaching. Between 1934 and 1936 Stalin achieved complete control over the party as many prominent Bolsheviks and delegates to party congresses were tried and executed. The Great Purge of 1936-38 was even more far-reaching. Bukharin and the Right were eliminated, a purge of the armed forces brought them into subservience, while a more general purge of the Russian people kept the country in a state of fear and obedience. At the same time the arts and Socialist Realism were drafted into the service of a massive cult of personality centred on Stalin as the great Vozhd, which attributed to him superhuman qualities. By 1939 no institution within the Soviet Union retained any effective power. A simple outline of events, which may focus on some aspects of the 1930s purges, will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of accurate material. Answers which attempt to analyse the development of Stalin's power will access Level 3, though there may be some extended sections of narrative. At Level 4 there will be an explicit attempt to provide a broad assessment of the extent of Stalin's power during the given period. At Level 5 there will be some attempt to evaluate the nature and extent of Stalin's power as it developed in the 1930s, perhaps with some reference to Stalin's growing obsession with destroying any real or imagined opposition to his power.</p>	30

D5 Pursuing Life and Liberty: Equality in the USA, 1945-68

Question Number	Indicative content	Mark
9	<p>The question is focused on the situation throughout the USA in the decade after the Second World War, and the extent of change and improvement in the lives of black Americans during that time. There were some social and economic changes arising from the Second World War, including the continued northern migration, Truman's executive order of 1948 ending discrimination in the armed forces, and some progress in the fair employment practices started by Roosevelt in 1941. Political change can be evidenced by increased voter registration in the south, and the positive, if limited, support which President Truman gave to the cause of better conditions for black people. Answers may also consider the role of the NAACP, including its support to the pivotal Brown cases of 1954 and 1955. However, segregation was still legally enforced in all the former states of the Confederacy, the states' rights argument was widely supported, and both Congress and public opinion were broadly hostile to civil rights legislation. A simple outline of some elements of change will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 there will be some attempt to consider improvements for black Americans, though there may be extended passages of narrative. At Level 4 there will be some attempt to assess the nature and extent of social/political/economic change, though the argument will lack balance. At Level 5 will be those answers which attempt a clear evaluation of the nature and extent of change and improvement for black Americans, with an appreciation of regional differences throughout the country.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the various groups which constituted Black Power in the 1960s and the extent to which they hindered advances in civil rights. Answers may place Black Power into context with reference to the Nation of Islam, which stressed divisions between blacks and whites, and rejected King's multiracial approach to civil rights. The essence of Black Power was provided by Malcolm X, with his demands for black supremacy and fundamental social changes, especially in the ghettos. Malcolm's influence helped to radicalise the SNCC and CORE, with the rise of Stokely Carmichael, Rap Brown and Floyd McKissick, leading to growing divisions between Black Power and more moderate groups such as NAACP and SCLC. The Black Panthers had a radical socialist agenda and developed into a paramilitary organisation. Black Power declined rapidly in the late 1960s because of poor organisation and leadership, the loss of most white support, and the failure to develop an effective programme for change. A simple outline of some features of Black Power will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 there will be some attempt to consider the aims and activities of the movement, though there may be extended passages of narrative, perhaps focused on Malcolm X. At Level 4 answers will begin to assess the nature of Black Power and its perceived negative effects on civil rights, especially perhaps in causing growing divisions within the civil rights movement. At Level 5 will be those answers which attempt a clear evaluation of the significance of Black Power, perhaps challenging the question by considering its impact on black people's self esteem, its role in encouraging black nationalism and the fact that it suggested the possibility of real social and economic change, especially among young people.</p>	30

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

Question Number	Indicative content	Mark
11	<p>The question is focused on China's role in the Korean War, and the extent to which China's intervention influenced the progress and outcome of the war. Candidates are not required to explain the reasons for Chinese intervention. However, they may mention the US landing at Inchon and the real possibility that North Korea might be defeated. Mao provided a 'volunteer' army of around 300,000, who engaged immediately in skirmishes with UN forces. They encouraged MacArthur to penetrate deeply into North Korea until they were able to encircle UN forces and cut their supply lines. A powerful offensive inflicted massive defeats on the US and South Korea, driving them from the north. Truman's unwillingness to invade mainland China led to the dismissal of MacArthur and attempts at a cease-fire. Talks at Kaesong broke down, in part through Chinese intransigence. Negotiations at Panmunjom began in October 1951, but an armistice was not agreed until July 1953: the issue of prisoners of war proved a major stumbling block. A simple description of some relevant events will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Responses at Level 3 will begin to address the importance of Chinese intervention, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the issue of change, especially on the nature and significance of Chinese intervention. At Level 5 will be answers which evaluate the significance of Chinese intervention, with reference to both military actions and to the fact that the war ended without a victory for either side.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the extent to which domestic opposition to the war in Vietnam influenced the decision taken by Nixon to withdraw from the conflict. Candidates are not required to cover a given chronology: chronological or thematic approaches can be equally successful. Kennedy enjoyed broad media and public support in the early 1960s for his policies towards Vietnam. Equally, there was no significant opposition mounted towards Johnson's policies until 1967. While there was growing opposition from Congress, from leading figures such as Martin Luther King, and increased opposition to the draft, Johnson's policies retained broad public support. There is evidence that radical opposition may have alienated majority opinion in the country. Anti-war sentiment grew rapidly after Nixon's election in 1968, especially after he launched ground operations in Cambodia. Events such as the Kent State shootings in May 1970 and the publication of the Pentagon Papers in 1971 fuelled anti-war feeling and affected Nixon's standing with the American electorate. However, following his landslide victory in 1972, Nixon was able to extricate the USA from Vietnam with the Paris Peace Accords of 1973. A simple description of some relevant events will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Responses at Level 3 will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent to which domestic opposition influenced the decision to withdraw from Vietnam. Other relevant factors may be considered, including the policy of Vietnamisation and Nixon's global priorities, which included reaching an accord with China. At Level 5 will be answers which evaluate the reasons for US withdrawal, setting domestic opposition within a broader context.</p>	30

D7 Politics, Presidency and Society in the USA, 1968-2001

Question Number	Indicative content	Mark
13	<p>The question is focused on the presidencies of Nixon, Ford and Carter and the extent to which the Watergate affair led to an erosion of both the power and the prestige of the presidency. The Senate Investigating Committee became the driving force for the impeachment of the President, which was avoided by Nixon's resignation in August 1974. There followed a period of substantial political reforms driven by Congress, which aimed to restrain the 'Imperial Presidency'. Various Acts placed limits on election fundraising, and a Privacy Act of 1974 strengthened individual rights. The President was forced to report to Congress on undercover operations, and Senate and House committees were established to monitor the work of intelligence agencies. The decline in presidential prestige was furthered with Ford's pardoning of Nixon, which permanently damaged his presidency and helped pave the way for Carter's election in 1976. Carter was determined to reduce the 'Imperial Presidency' with a new foreign policy based on human rights. This was only partially successful, and in 1980 Ronald Reagan was elected, pledged to restore the prestige of the presidency. A simple description of some relevant events, perhaps focused on the Watergate crisis, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address the impact of Watergate on the presidency, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the decline of presidential power and prestige through the 1970s. At Level 5 will be answers which evaluate the extent to which the presidency was damaged by Watergate, perhaps noting that this decline proved to be short-lived.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the growing importance of social issues in the given period and the extent to which they enhanced divisions between Democrats and Republicans. Answers do not have to cover the entire chronology nor deal with a wide range of social issues to access higher levels. Feminism and demands for women's rights became more vocal in the late 1960s. The ERA amendment was passed by Congress in 1971-72 only to stall in the late 1970s when an insufficient number of states ratified it. The Supreme Court decisions on Roe vs Wade (1973), the protection of pornography, and the banning of prayers in public schools, were welcomed by liberals but faced growing opposition from the Christian right. The gay liberation movement began with the Stonewall riots of 1969 and led to landmark decisions on sexual orientation by the Supreme Court, as well as Clinton's positive actions in the 1990s. These social changes helped to contribute to the rise of the religious right from the 1980s and its influence on the Republican party from Reagan to George W. Bush. Answers which describe some social changes will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to consider the impact of social issues, though there will be significant passages of narrative or descriptive material. At Level 4 candidates will cover much of the given period, and will begin to assess growing divisions between the parties. At Level 5 will be answers which make some attempts to evaluate the extent to which social issues divided the parties, and the significance of the rise of the religious right.</p>	30

E1 The Road to Unification: Italy, c1815-70

Question Number	Indicative content	Mark
1	<p>The question is focused on the extent to which the Catholic Church significantly hindered the cause of Italian unity in the years to 1870. In explaining the extent to which the Catholic Church hindered unity candidates may consider the role and attitude of Pius IX before and after 1848. They may wish to consider the approaches of his predecessors. The question allows candidates to consider both sides of the argument. On the one hand candidates could argue that, through the works of Gioberti, the neo-Guelphs and the pre-1848 actions of Pius IX, the Church acted to promote the cause of a federal Italian state. However, the actions of the papacy through the Allocution, Syllabus of Errors, the Vatican Council and papal infallibility acted as an obstacle to unity. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the role of the Catholic Church, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent to which the Catholic Church hindered and advanced unity but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by establishing conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the extent to which foreign influence and intervention shaped Italian unification. Candidates may consider the importance of French involvement at Plombières, in the war of 1859, at Villafranca and the issue of Rome and France's diplomatic manoeuvring throughout the 1860s. They may explain the impact of the relative decline of Austria and the significance of diplomatic agreement with Prussia. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the role played by foreign powers but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of foreign powers and other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E2 The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the relative importance of the Zollverein in changing the balance of power between Austria and Prussia. Candidates are likely to consider the significance of the Zollverein in the emergence of Prussia. However, candidates may broaden their argument by considering other factors that had an impact on the change in the balance of power including relative military strength, diplomatic priorities, economic development and the role of individuals. Candidates may challenge the idea that the Zollverein was the most important reason for the change in the balance of power. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the importance of the Zollverein but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of the Zollverein against other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The focus of the question is on how far the unification of Germany was shaped by Bismarck's diplomacy. Candidates are likely to consider the main features of Bismarck's diplomacy: a strong relationship with Russia, the isolation and humiliation of Austria and the manipulation of France resulting in the Kleindeutschland solution. Candidates may broaden their argument by considering other factors which explain the unification of Germany including Prussian domestic affairs, the Confederation and the attitude of other German states. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to assess reasons for German unification but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of Bismarck's diplomacy alongside other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering whether he achieved a range of aims whilst establishing conflicting arguments in a broadly balanced response. The best will arrive at an overall judgement.</p>	30

E3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

Question Number	Indicative content	Mark
5	<p>The question is focused on the reasons for the appointment of Mussolini as Prime Minister in Italy in October 1922. Candidates are likely to focus on the increased support for fascism and the emergence of a fascist mass movement: the role played by Mussolini, the movement's anti-socialist stance, the importance of <i>Popolo d'Italia</i>, the significance of squadristo, the Naples Rally and the March on Rome. Candidates might also consider other factors for Mussolini's appointment including the role of the king, the collapse of the political system, the role played by politicians of the Liberal State and the de-stabilising impact of the war. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address Mussolini's appointment as Prime Minister but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the growth of support for fascism alongside other factors although the balance of emphasis may be uneven. Responses at Level 5 will clearly address 'how far', by considering a range of issues to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Mussolini's foreign policy. Candidates are likely to attempt to judge the extent to which Mussolini's foreign policy was a failure. They may focus on intervention in Abyssinia and Spain and diplomacy with Germany. They may also consider Italy's role in the Second World War up to 1941 as an example of 'complete failure'. The statement, allows a counter-argument to be developed that some elements of Mussolini's foreign policy were successful but that a number of aspects had disastrous consequences. Candidates are not expected to comment on domestic policy but may make appropriate links in their answers. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address Mussolini's foreign policy but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the success or failure of a range of elements of foreign policy but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering the extent to which different aspects of the policy could be judged a success or failure. At this level, candidates will present conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E4 Republicanism, Civil War and Francoism in Spain, 1931-75

Question Number	Indicative content	Mark
7	<p>The question is focused on the reasons for the Nationalist victory in the Spanish Civil War. Candidates are likely to consider the importance of Republican divisions to the outcome. The statement allows the candidates to broaden the argument out to look at other factors including foreign intervention. The better candidates might challenge the idea that Republican division was the key. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the Nationalist victory in the Spanish Civil War but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of Republican division as well as the importance of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the reasons for the longevity of Franco's rule in Spain. Candidates are likely to consider the use of repression and its impact through the years of the Francoist dictatorship. They may also consider other reasons for the longevity of the regime including the level of popular support, economic modernisation, propaganda and the weakness of the opposition. The term 'main reason' gives candidates an opportunity to counter argue against the question. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the issue of the longevity of Franco's regime but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the use of repression as well as other causal factors but these will not be considered to an equal extent and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address the extent of agreement by considering a range of factors explaining the longevity of Franco's rule to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E5 Germany Divided and Reunited, 1945-91

Question Number	Indicative content	Mark
9	<p>The question is focused on the reasons for the partition of Germany into two states in 1949. Candidates are likely to show an understanding of the importance of currency reform and how it contributed to partition. The statement, however, that partition was the result of currency reform allows a counter-argument to be developed on the basis of considering other reasons for partition including wider economic issues, the intensification of the Cold War, the Berlin Blockade, the role of individuals including Adenauer and the stance taken by the USSR. The question allows the candidates to argue either way around the issue of whether partition was primarily the result of currency reform or other factors. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the partition of Germany but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of the currency reform and other causal factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the collapse of communism in East Germany in 1989. Candidates are likely to show awareness of the weaknesses of the East German economy in the 1980s and how they undermined communist rule. The suggestion that it was 'mainly' the weaknesses of the East German economy allows candidates to open up the question and consider other factors including the importance of Gorbachev's reforms, dissent in East Germany, the weakness of Honecker, events in Hungary and the concessions made by Egon Krenz. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to address the collapse of communism in East Germany but answers at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of the weaknesses of the East German economy and other factors although there may be some imbalance in the response. Responses at Level 5 will clearly address 'how far' by considering the importance of the weakness of the East German economy in the context of other factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

E6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

Question Number	Indicative content	Mark
11	<p>The question is focused on the failure of Arab states to achieve unity. Candidates are likely to consider the impact of religious divisions between Sunni and Shia Muslims as well as divisions between religious and secular groups and states. The statement, however, that religious differences were responsible may be challenged. Candidates may explore the tensions between states which led to the failure of the UAR. They may also place Arab divisions into the wider context of the Cold War, the impact of individuals, differing attitudes towards Israel and the emergence of secularism. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the failure of Arab unity, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of religious differences and the role of a range of other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the emergence of Islamic fundamentalism in the Middle East from 1967 onwards. Candidates are likely to focus on the radicalisation of many in the Arab world, notably in Lebanon, because of the failure to resolve the Palestinian issue. The impact of the Six Day War and the seizure of Jerusalem should be mentioned as should alienation from the United States. Candidates might also consider the increasing use by Arab rulers such as Anwar Sadat and the Saudis of Islam as a means of legitimising their regimes. The success of the Iranian Revolution of 1979 and the pivotal role it had in spreading fundamentalism should also be considered. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the rise of Islamic fundamentalism but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of the Palestinian issue and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F1 The Road to Unification: Italy, c1815-70

Question Number	Indicative content	Mark
1	<p>The question is focused on the narrow appeal and nature of Mazzinianism and the weakness of the nationalist cause. In explaining why there was such limited progress candidates may consider the revolutionary nature of Mazzinian nationalism, its appeal to limited social classes and its failure to address popular issues such as land reform. The point about Mazzinian nationalism being the 'main reason' allows candidates to broaden their argument by considering other factors including the role of Austria, the local nature of the 1820-1 and 1830 revolutions, the roles of the Church and restored monarchies and cultural divisions. Candidates may attempt to challenge the proposition that the progress of Italian unity was slow by considering the impact of the Risorgimento. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for slow progress, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of Mazzinian nationalism and of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the role played by Cavour in shaping the unification of Italy. Candidates may consider the importance of Cavour's diplomacy and relationship with France. They may also explore his role as Prime Minister of Piedmont, including the modernisation of the Piedmontese economy. Above all else, candidates should address the role played by Cavour. Candidates may challenge the question by placing the significance of Cavour into a broader context of the role of foreign powers, the actions of Garibaldi and Victor Emmanuel II. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the outcome of Italian unification but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of Cavour and other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how significant', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F2 The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the relative importance of the Zollverein in changing the balance of power between Austria and Prussia. Candidates are likely to consider the significance of the Zollverein in the emergence of Prussia. However, candidates may broaden their argument by considering other factors that had an impact on the change in the balance of power including relative military strength, diplomatic priorities, economic development and the role of individuals. Candidates may challenge the idea that the Zollverein was the most important reason for the change in the balance of power. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the importance of the Zollverein but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of the Zollverein against other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The focus of the question is on how far the unification of Germany was shaped by Bismarck's diplomacy. Candidates are likely to consider the main features of Bismarck's diplomacy: a strong relationship with Russia, the isolation and humiliation of Austria and the manipulation of France resulting in the Kleindeutschland solution. Candidates may broaden their argument by considering other factors which explain the unification of Germany including Prussian domestic affairs, the Confederation and the attitude of other German states. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to assess reasons for German unification but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of Bismarck's diplomacy alongside other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering whether he achieved a range of aims whilst establishing conflicting arguments in a broadly balanced response. The best will arrive at an overall judgement.</p>	30

F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

Question Number	Indicative content	Mark
5	<p>The question is focused on the reasons for the appointment of Mussolini as Prime Minister in Italy in October 1922. Candidates are likely to focus on the increased support for fascism and the emergence of a fascist mass movement: the role played by Mussolini, the movement's anti-socialist stance, the importance of <i>Popolo d'Italia</i>, the significance of squadristo, the Naples Rally and the March on Rome. Candidates might also consider other factors for Mussolini's appointment including the role of the king, the collapse of the political system, the role played by politicians of the Liberal State and the de-stabilising impact of the war. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address Mussolini's appointment as Prime Minister but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the growth of support for fascism alongside other factors although the balance of emphasis may be uneven. Responses at Level 5 will clearly address 'how far', by considering a range of issues to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Mussolini's foreign policy. Candidates are likely to attempt to judge the extent to which Mussolini's foreign policy was a failure. They may focus on intervention in Abyssinia and Spain and diplomacy with Germany. They may also consider Italy's role in the Second World War up to 1941 as an example of 'complete failure'. The statement, allows a counter-argument to be developed that some elements of Mussolini's foreign policy were successful but that a number of aspects had disastrous consequences. Candidates are not expected to comment on domestic policy but may make appropriate links in their answers. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address Mussolini's foreign policy but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the success or failure of a range of elements of foreign policy but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering the extent to which different aspects of the policy could be judged a success or failure. At this level, candidates will present conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F4 Republicanism, Civil War and Francoism in Spain, 1931-75

Question Number	Indicative content	Mark
7	<p>The question is focused on the reasons for the Nationalist victory in the Spanish Civil War. Candidates are likely to consider the importance of Republican divisions to the outcome. The statement allows the candidates to broaden the argument out to look at other factors including foreign intervention. The better candidates might challenge the idea that Republican division was the key. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the Nationalist victory in the Spanish Civil War but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of Republican division as well as the importance of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the reasons for the longevity of Franco's rule in Spain. Candidates are likely to consider the use of repression and its impact through the years of the Francoist dictatorship. They may also consider other reasons for the longevity of the regime including the level of popular support, economic modernisation, propaganda and the weakness of the opposition. The term 'main reason' gives candidates an opportunity to counter argue against the question. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the issue of the longevity of Franco's regime but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the use of repression as well as other causal factors but these will not be considered to an equal extent and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address the extent of agreement by considering a range of factors explaining the longevity of Franco's rule to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F5 Germany Divided and Reunited, 1945-91

Question Number	Indicative content	Mark
9	<p>The question is focused on the reasons for the partition of Germany into two states in 1949. Candidates are likely to show an understanding of the importance of currency reform and how it contributed to partition. The statement, however, that partition was the result of currency reform allows a counter-argument to be developed on the basis of considering other reasons for partition including wider economic issues, the intensification of the Cold War, the Berlin Blockade, the role of individuals including Adenauer and the stance taken by the USSR. The question allows the candidates to argue either way around the issue of whether partition was primarily the result of currency reform or other factors. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the partition of Germany but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the significance of the currency reform and other causal factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the collapse of communism in East Germany in 1989. Candidates are likely to show awareness of the weaknesses of the East German economy in the 1980s and how they undermined communist rule. The suggestion that it was 'mainly' the weaknesses of the East German economy allows candidates to open up the question and consider other factors including the importance of Gorbachev's reforms, dissent in East Germany, the weakness of Honecker, events in Hungary and the concessions made by Egon Krenz. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to address the collapse of communism in East Germany but answers at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of the weaknesses of the East German economy and other factors although there may be some imbalance in the response. Responses at Level 5 will clearly address 'how far' by considering the importance of the weakness of the East German economy in the context of other factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

Question Number	Indicative content	Mark
11	<p>The question is focused on the failure of Arab states to achieve unity. Candidates are likely to consider the impact of religious divisions between Sunni and Shia Muslims as well as divisions between religious and secular groups and states. The statement, however, that religious differences were responsible may be challenged. Candidates may explore the tensions between states which led to the failure of the UAR. They may also place Arab divisions into the wider context of the Cold War, the impact of individuals, differing attitudes towards Israel and the emergence of secularism. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the failure of Arab unity, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the importance of religious differences and the role of a range of other factors but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the emergence of Islamic fundamentalism in the Middle East from 1967 onwards. Candidates are likely to focus on the radicalisation of many in the Arab world, notably in Lebanon, because of the failure to resolve the Palestinian issue. The impact of the Six Day War and the seizure of Jerusalem should be mentioned as should alienation from the United States. Candidates might also consider the increasing use by Arab rulers such as Anwar Sadat and the Saudis of Islam as a means of legitimising their regimes. The success of the Iranian Revolution of 1979 and the pivotal role it had in spreading fundamentalism should also be considered. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the rise of Islamic fundamentalism but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the impact of the Palestinian issue and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

F7 From Second Reich to Third Reich: Germany 1918-45

Question Number	Indicative content	Mark
13	<p>The question is focused on Germany in the period 1924 to 1929 and the extent to which the period should be judged as one of political and economic stability. Candidates are likely to consider the economic climate, the impact of financial reform, the Dawes plan and foreign investment. They may show an understanding of the role of Stresemann, coalition politics of the period, the marginalisation of the parties of the extremes and the impact of the election of Hindenburg as President. To challenge the judgement implicit in the statement, candidates might argue that stability was only relative. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the issue of stability but responses at this level are likely to include substantial passages of descriptive narrative material. At Level 4 they will begin to consider the extent of economic and political stability but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by establishing conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Nazi policy towards the Jews in the period up to 1941. Candidates are likely to identify the different elements of Nazi policy towards the Jews. They might outline the continuities of policy throughout the period in question, as well as the element of change due to radicalisation. The more perceptive candidates may argue that policy changed because policy decision making was ad hoc, e.g. the Nuremberg Laws. The question requires the candidates to explore the differing degrees of change. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will attempt to focus on Nazi policy towards the Jews but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the extent to which the policy changed and to what extent it stayed the same. There may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far' by considering a range of aims and establish whether they had been fulfilled or not. The best may attempt to evaluate or integrate them into an overall judgement.</p>	30

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