

# Mark Scheme (Results)

## Summer 2010

GCE

GCE History 6HI01/E

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## General Marking Guidance

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

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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.

## Unit 1: 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 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 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 and 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>

## E1 The Road to Unification: Italy, c1815-70

Question Number	Indicative content	Mark
1	<p>The question is focused on the attempts by Italian revolutionaries to change the political situation in Italy in 1820-21, 1831 and 1848, and the extent to which their failure was the result primarily of Austrian influence/intervention. Answers may refer to the different measures used by Austria to undermine the revolutionaries, such as the diplomacy of the Congress of Laibach 1821, the use of the Holy Alliance to support conservative rulers in the 1820s, dynastic politics in the smaller states such as Parma and Modena, and military intervention in both Naples and Piedmont-Sardinia 1821, the Papal States in 1831-2 and in the revolutions of 1848. Candidates may also suggest alternative reasons for the failure of the revolutionaries, perhaps referring to the weaknesses of the revolutions themselves, such as the lack of unity both politically and geographically, the lack of popular support, the lack of preparation and resources or the role of France in determining the outcome of the revolutions in 1831 and 1848. A simple descriptive outline of Austrian influence and/or the failure of the revolutions will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some analysis linked to the success of Austrian intervention will access Level 3, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of Austrian influence, though the answer may be unbalanced. At Level 5 there will be some attempt to evaluate the various reasons for the failure of the revolutionaries with reference to extent of responsibility in a broadly balanced response. The best responses will attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the extent to which Italy had been unified by 1861. Answers may refer to Cavour's role in the process of unification from his appointment as Prime Minister of Piedmont-Sardinia in 1851 to the proclamation of the Kingdom of Italy in March 1861, two months before Cavour's death, uniting northern, central and southern Italy into one state. References may be made to the growing leadership of Piedmont, the consequences for Italian Unification of the alliance with France and war with Austria, and the response to the success of Garibaldi in southern Italy. Challenges to the extent by which a unified Italy had been created may refer to the absence of both Venetia and Rome from the new kingdom and the reluctance of Cavour to unite with southern Italy before Garibaldi's expedition to Sicily in 1860. A simple description of the unification process will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of the extent and/or nature of unification in 1861 will access Level 3, though there may be some substantial sections of narrative material. At Level 4 there will be an explicit attempt to assess the extent of unification. At Level 5 there will be some attempt to evaluate the relative extent of unification with reference to more than geographical features, perhaps referring to political, economic and cultural unity.</p>	30

## E2 The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
3	<p>This question is focused on the reasons why Prussia became the dominant German state during the process of unification and the extent to which economic factors were the main reason for this. Answers may refer to the 'coal and iron' economic foundations of Prussian power in resources, development of heavy industry, building of railways, the development of the Zollverein and the support of the Prussian government. Other relevant factors that may be used to assess and evaluate the given factor may include the comparative weakness of Austria, the role of the Prussian monarchy, military reforms and victories in war, Bismarckian diplomacy and the favourable international situation during the period. Some candidates may refer to the significance of different factors at different times. At Level 1 the candidate will make simple statements about the emergence of Prussia during the years 1848-71. A response which provides a broadly accurate narrative of the emergence of Prussia with reference to economic developments or an alternative factor should be marked at Level 2. However, broadly narrative responses with implicit or partial links to the significance of economic factors would suggest Level 3. At Level 4, candidates should consider explicitly the extent to which economic factors were responsible, perhaps with reference to economic resources or the Zollverein, and should analyse the extent of the importance of the given factor in comparison to other relevant factors, although balance related to judgement is not required at this level. Candidates at the higher levels could challenge the importance of economic factors with reference to the role of Bismarck, military factors, geographic position or Austrian weaknesses. At Level 5, the focus of the question should be directly addressed and candidates will attempt to evaluate explicitly the extent to which economic factors were responsible for Prussia's growing dominance.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Bismarck's role in the development of a united Germany after 1871 and the extent to which he was successful in his attempts to undermine the growing popularity of socialism in the years to 1890. Answers may refer to the attempts to prevent socialism growing as an effective political force through the anti-socialist measures passed in the Reichstag in 1878 and attempts to counter popularity through the introduction of 'state socialism' in the form of medical insurance, sick pay and old age pensions. Candidates could also argue that policies such as the Kulturkampf and the colonial activity in Africa were intended to create populist policies that appealed to the working classes. Despite attempts to ban socialist meetings, trade union activity and socialist newspapers, the Social Democratic Party continued to grow in popularity throughout the period. A simple descriptive outline of Bismarck's anti-socialist policies will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. However, a broadly narrative or descriptive response with implicit links to Bismarck's success in attempting to undermine the socialists through anti-socialist laws and 'state socialism' would access Level 3. At Level 4 there will be an explicit attempt to assess the success of Bismarck's policies, perhaps with reference to the effectiveness of attempts to limit the ability of the Social Democratic Party to function within the political system or the measures to improve conditions for German workers, though the answer may be unbalanced. At Level 5 candidates will make some attempt to address directly 'how successfully' the popularity of the socialists was undermined, perhaps by balancing the general success of government measures with the growth in membership of and votes for the Social Democratic Party by 1890.</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 rise of the Fascist party in Italy and the impact of the First World War on support for the Fascist party. Answers may focus on the disappointment with the territorial settlement at Versailles and the perceived loss of Italian prestige, Fascist support for D'Annunzio's seizure of Fiume, the economic difficulties created by the end of the war, such as the budget deficit and unemployment, and criticism of the Liberal state in affecting a positive outcome for Italy. Candidates may challenge the extent to which the outcome of the war was responsible for growing support with reference to longer term economic, social and political difficulties, the support of business and the middle-classes for Fascist anti-socialist policies, the ineffectiveness of Giolitti's government, the support of peasants and workers for a 'new way' in politics, the effectiveness of Fascist propaganda and the leadership and personal popularity of Mussolini. A simple description of the situation at the end of World War I and/or the rise in support for the Fascist party will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the impact of World War I on the growth of the party, though there may be substantial passages of narrative or descriptive material. Level 4 answers will focus on the extent of 'disappointment' as a factor in the rise of the Fascist party and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent 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
6	<p>The question is focused on the extent to which Mussolini was successful in bringing Italy positive international recognition in the years 1922 - 41. Candidates may refer exclusively to Mussolini's foreign policy or a combination of foreign policy and domestic policy. However, candidates who concentrate on domestic policy and/or refer to prestige in general are unlikely to access level 4. Answers may refer to Mussolini's relative success in improving Italy's international standing in the 1920s, such as support for the occupation of the Ruhr, the signing of the Locarno Treaties and the Kellogg-Briand Pact, participation in the League of Nations, increased influence in the Adriatic with the acquisition of Fiume and agreements with Albania and the acceptance of Mussolini in international diplomacy. To create a balanced evaluation candidates may also refer to policies in the late 1930s, such as the Ethiopian War 1935, Italian intervention in the Spanish Civil War 1936-39, the creation of the Berlin-Rome Axis and the signing of the Pact of Steel with Germany and the subsequent censure from the wider international community. Better candidates may suggest that despite isolation from the wider international community Mussolini's aggressive policies in the 1930s brought membership of the Axis alliance and/or that the prospect of Mussolini/Italy being brought back into the fold was always a part of Allied diplomacy. References to domestic policy may suggest that authoritarianism attracted international admiration in the earlier period but that aggressive policies and actions against the Jewish population caused this to change in later years. A simple descriptive outline of Mussolini's foreign policy will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. At Level 3 will be those who begin to assess success in increasing international prestige, though there may be substantial passages of narrative or descriptive material. At Level</p>	30

	4 there will be an explicit attempt to assess the relative success or failure, although balance is not required at this level. At Level 5 there will be some attempt to evaluate the success or failure in a broadly balanced response, while the best may attempt an integrated overall judgement.	
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#### E4 Republicanism, Civil War and Francoism in Spain, 1931-75

Question Number	Indicative content	Mark
7	<p>The question is focused on the strength of support for the Republican and Nationalist forces at the outbreak of the Civil War. Answers may focus on the failure of the military coup in July 1936 and the subsequent Republican retention of the main urban centres leading to civil war. Candidates may focus on the balance of Nationalist support from the conservative elites of the army, Church and landowners with Republican support from the urban workers and rural peasantry, the balance in military success with Franco's forces reaching the mainland and the Republican defence of Madrid and Barcelona, initial unity amongst both the Nationalist and Republican forces, geographical balance between control of the north and south, and the apparent balance in foreign support from Italy and Germany for the Nationalists and from the USSR for the Republicans. The accuracy of the statement may be challenged by suggestions that either the Republicans or the Loyalists were stronger at the time. The Republicans had the support of the workers and peasants, control of the major towns and ports, effective control of communications, were successful in countering the initial coup, the moral sympathy of democratic countries and the support of the USSR, whilst the Nationalists had effective control of the army, the northern regions, clear unity of purpose, the leadership of Franco and the support of Italy and Germany. A simple description of some of the situation in 1936 will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the accuracy of the suggestion, though there may be narrative passages. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the nature of Franco's rule in Spain after the Nationalist victory in the Civil War and the extent to which a totalitarian state was created. Answers may consider the extent to which Franco controlled the positions of leadership as regent and President, declared martial law until 1948, undermined the power of the Cortes, passed the seven fundamental laws to control political and economic participation, used repressive measures against opponents and promoted the influence of the army, Church and Nationalist Movement. A simple description of some of these features, possibly focused on political repression, will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the extent of totalitarian rule, though there may be substantial passages of narrative or descriptive material. Level 4 answers will assess extent directly by addressing conflicting arguments, though balance is not required at this level. These may include the pragmatic nature of Franco's rule, the reference to the democratic process in the fundamental laws, such as - the use of referenda and the Cortes, moderate reform as a result of economic advances in the 1960s with the Organic Law of State and the law on Religious Freedom, the lack of formal social and cultural limitation, openness towards foreign influences and the transition to a constitutional monarchy in 1975. Answers at Level 5 will include some attempt to evaluate, in a broadly balanced response, the extent to which Spain was a totalitarian state, while the best may attempt an integrated overall judgement.</p>	30

E5 Germany Divided and Reunited, 1945-91

Question Number	Indicative content	Mark
9	<p>The question is focused on the development of the economy of West Germany in the post-war period and requires an analysis of the extent to which the economy was transformed into a leading world economy by 1969. Answers may refer to the destruction of Germany at the end of World War II, the effective introduction of currency reform and use of Marshall Aid, the creation of a social market economy, Germany's role in the new European economic order and the role of Ludwig Erhard in transforming the economy. A simple description of the 'economic miracle' will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of the success of West German economic policies will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to analyse the economic situation in West Germany and answers may begin to challenge the concept of an 'economic miracle'. Reference may be made to economic foundations created by the Nazis, the survival of much of Germany's industrial strength in 1945, the abundance of available labour, the willingness of the western powers to absorb West Germany into the European economy and unforeseen opportunities such as the Korean War. At Level 5 there will be some attempt to evaluate through a broadly balanced response the extent of the 'economic miracle' perhaps with reference to the emergence of growing economic problems in the late 1960s with an increase in unemployment and inflation and a decrease in economic growth leading to a budget deficit. The best may attempt to integrate differing arguments into an overall judgement of the extent of West Germany's 'economic miracle'.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the factors that led to the collapse of communist rule in East Germany in 1989 and the extent to which it was caused by pressure from external sources. Answers may refer to the longer-term decline of Soviet influence over its eastern European satellites in the 1980s, the reformist policies of Mikhail Gorbachev and the movements for change in other eastern European countries, such as Solidarity. Candidates could also refer to shorter term influences such as Gorbachev's decision to abandon the Brezhnev Doctrine, the political changes in Hungary and Poland in 1989 and the specific actions of these countries in September and October 1989 in allowing East German citizens to cross their borders into West Germany and Austria. A simple description of the process by which the communist government collapsed and the Berlin Wall fell will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of the role of external pressures will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the influence of external pressures in comparison to other factors. These may include longer term forces within East Germany itself, such as dislike of repressive communist rule, the refusal of Honecker to address reform and the emergence of opposition groups led by the Protestant Church and New Forum. Shorter term causes may include the chance factors of Honecker's illness in the summer of 1989 and the disorganised opening of the Berlin Wall. At Level 5 there will be some attempt to evaluate the relative significance of the influence of external pressures compared to other factors within a broadly balanced response.</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 reasons for Israel's successful survival as an independent state in the years 1948-73. Candidates may choose to approach the answer by comparing the importance of different reasons and/or challenging the suggestion of success in dealing with threats. Answers may refer to Israeli determination and focus on maintaining independence, the role of the United Nations, the strategic importance of the Middle East in the Cold War, the role of the USA, increasing confidence from success in conflicts such as the Six Day War 1967, the continued expansion of Israeli territory, pre-emptive strikes, military leadership and lack of unity between Arab states. Some candidates may challenge the statement by reference to Israel's success in conflicts with the Arabs but a failure to resolve the situation leading to escalating and continuous tensions, the difficulty in defending territorial acquisitions, the growth in terrorist activity, the issue of Palestinian refugees and the acceptance of some compromise and negotiation at the end of the Yom Kippur War 1973. A simple description of the Arab-Israeli conflicts 1948-73 will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be substantial passages of narrative or descriptive material. Level 4 answers will focus directly on the statement, considering a variety of reasons for success, and begin to compare reasons, although balance is not necessary at this level. At Level 5 will be those who make some attempt to evaluate the reasons for survival perhaps referring to the importance of one factor in relation to others and/or evaluating the extent to which Israel was 'so successful' by considering a range of factors to establish conflicting arguments in a broadly balanced response. The best responses may evaluate or integrate reasons into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on instability in the Middle East in the years 1979-2001 and the consequences of the Iranian Revolution in fuelling this instability. Answers may consider a wide range of material including the Iraq-Iran situation, the reaction of other Arab nations, the Gulf Wars, the growth of fundamentalism, increasing terrorist activities and the Palestinian question. Answers may focus on the consequences of the Iranian revolution, perhaps referring to Iranian support for Shia Muslim groups in other Arab states, both political and terrorist, Iran's position as a role model for Islamist states, the Iran-Iraq War, some Arab states mistrust of Iran, such as Saudi Arabia and Kuwait, Iran's policy towards Israel and US fear of Iranian influence in oil producing countries and more recently in the development of nuclear power. The extent to which Iran was responsible may be challenged by reference to the actions of Saddam Hussein in the Iraq-Iran and Gulf Wars, the actions of Israel in Palestine, the impact of Palestinian refugees, continued Arab disunity over Israel, the increase in terrorism and fundamentalism across the Arab world and the end of the Cold War leading to a new international situation. A simple description of some of these features, possibly focused on the situation in Iran, will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of Iran, though there may be substantial passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material targeted on the causes of instability in the Middle East, though balance is not required at this level. Answers at Level 5 will include some attempt to evaluate the significance of the emergence of an Islamist state in Iran compared to other factors in order to establish arguments in a broadly balanced response. The best answers may attempt to evaluate or integrate these factors into an overall judgement.</p>	30



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