



# Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE

In History (4HI1/02R)

Paper 2: Investigation and Breadth Studies

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level

# Generic Level Descriptors for Paper 2

## SECTION A Question (a)

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**Targets: A01 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>Simple, valid comment is offered about feature(s) with limited or no supporting information</li></ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"><li>Features of the period are identified and information about them is added.</li></ul> <p><b>Maximum 3 marks for an answer dealing with only one feature.</b></p>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"><li>Features of the period are explained showing good knowledge and understanding of the period studied.</li></ul>

## Section A: Question (b)

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**Target: A03 (8 marks):** Use a range of source material to comprehend, interpret and cross-refer sources.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>Answers make simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>Answer offers valid comment that identifies agreement and/or difference, using sources. Comprehension and some analysis of the sources is shown by the selection and use of material to support a comparison.</li></ul> <p><b>Both agreement and difference must be identified for 5 marks.</b></p>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.</li></ul>

## Section A: Question (c)

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**Targets: A03 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

**A04 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"><li>• Answers offers simple, valid comment to agree with or counter the interpretation.</li><li>• Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</li><li>• Generalised contextual knowledge is included and linked to the evaluation.</li><li>• The overall judgement is missing or asserted.</li></ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• Answers offers valid comment to agree with or counter the interpretation.</li><li>• Some analysis is shown in selecting and including details from the provided materials to support this comment.</li><li>• Some relevant contextual knowledge is included and linked to the evaluation.</li><li>• An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li></ul>
<b>3</b>	<b>9-12</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</li><li>• Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</li><li>• Relevant contextual knowledge is used directly to support the evaluation.</li><li>• An overall judgement is given with some justification and a line of reasoning is generally sustained.</li></ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement.</li><li>• Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.</li><li>• Relevant contextual knowledge is precisely selected and used directly to support the evaluation.</li><li>• An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li></ul>

### Section B Question (a)

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**Targets: AO1 (2 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about similarity(ies)/difference(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"><li>• Similarities/differences are explained. [AO2]</li><li>• Specific information about the topic is added to support the explanation [AO1]</li></ul> <p><b>Maximum 3 marks for an answer dealing with only one similarity/difference.</b></p>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"><li>• Similarities/differences are explained, making explicit comparisons [AO2]</li><li>• Specific information about both periods is added to support the comparison [AO1]</li></ul>

### Section B: Question (b)

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**Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about cause(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain causes. [AO2]</li><li>• Specific information about the topic is added to support the explanation. [AO1]</li></ul> <p><b>Maximum 4 marks for an answer dealing with only one cause.</b></p>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2]</li><li>• Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul> <p><b>No access to Level 3 for an answer dealing with only one cause.</b></p>

**Section B: Question (c)**

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**Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li></ul> <p><b>Maximum 6 marks for Level 2 answers that do not address three aspects.</b></p>
<b>3</b>	<b>9-12</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li></ul> <p><b>Maximum 10 marks for Level 3 answers that do not address three aspects.</b></p>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><b>No access to Level 4 for answers that do not address three aspects.</b></p>

## SECTION A: Historical Investigation

### A1: The origins and course of the First World War, 1905-18

Question	
<b>A1 (a)</b>	<p>(a) Describe <b>TWO</b> features of <b>EITHER</b> the Triple Alliance <b>OR</b> the defeat of Germany in 1918.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>

#### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

#### Indicative content guidance

For example, for the Triple Alliance:

- The Triple Alliance was a military treaty that included Germany, Austria-Hungary and Italy. It was a secret treaty, renewed regularly
- Under the Triple Alliance, each member promised mutual support in the event of an attack on them by another great power. The Triple Alliance lasted until Italy's entry into the First World War on the allied side in 1915.

For example, for the defeat of Germany in 1918:

- The defeat of Germany in 1918 included military setbacks on the Western Front, e.g. the breaching of the Hindenburg Line. Many German soldiers were tired and poorly-supplied and, as the Allies advanced, their morale slumped
- By 1918, more and more people in Germany supported ending the war. The Kaiser abdicated on 9 November, allowing a new government to agree an Armistice with the Allied powers.

Question	
<b>A1 (b)</b>	<p>How far does Source A support the evidence of Source B about life for British soldiers in the trenches on the Western Front? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that conditions for British soldiers in the trenches could be very difficult – Source A refers to them having to spend days waist deep 'in water' while B mentions 'the problem of the lice, irregular meals.'

Points of difference may include:

- Source A suggests that there could be friendly relations between soldiers on opposing sides ('walked over to our trench for a cigarette') – this is not mentioned in Source B
- Source A indicates that there were periods of calm in the trenches ('with little fighting', 'no firing at all') but B talks about 'almost constant enemy shell fire'
- Source B talks about the psychological effects on soldiers of the difficult life in the trenches ('you were always nervous') – this is not mentioned in Source A.

Points regarding extent may include:

- There is some similarity between Sources A and B about the discomforts faced by British soldiers in the trenches
- The sources strongly differ in emphasis concerning the relationships between combatants in the trenches and about the effects of trench warfare on soldiers.

Question	
<p><b>A1 (c)</b></p>	<p>Extract C suggests that the biggest threat to the morale of British soldiers on the Western Front was boredom.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A indicates that there were periods of tedium on the Western Front ('up to our waists in water doing nothing with little fighting') that contributed to low morale among British soldiers ('fed up with this war')</li> <li>• Extract C indicates that daily life for British soldiers in the trenches was boring and monotonous ('Their diet was dull', 'Sentry duty was tedious')</li> <li>• Extract C indicates that 'for months at a time' between 'major offences', there was little actual fighting to take part in, contributing to long periods of potential boredom for soldiers</li> <li>• By 1915, the war on the Western Front was reduced largely to stalemate punctuated by periodic major offensives confined to certain sectors of the front line. The daily round of trench duties was repetitive, leading to war-weariness and low morale.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that conditions in the trenches were often very difficult for British soldiers and could lead to a lack of morale ('We are glad...in water')</li> <li>• Source B suggests that morale was damaged by factors other than boredom ('shell-shock...it was heart-breaking.', 'loss of sleep, the problem of the lice, irregular meals.')</li> <li>• Extract C suggests that morale was affected by 'snipers and shellfire' that 'drove many to despair' rather than boredom</li> <li>• On average, British soldiers spent only four continuous days in the trenches before being rotated out, lessening the chance of boredom. Even between major offensives, many soldiers were involved in duties, like trench raids, that were far from boring.</li> </ul>	

## A2: Russia and the Soviet Union, 1905-24

Question	
<b>A2 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the <i>Potemkin</i> Mutiny <b>OR</b> the April Theses.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the <i>Potemkin</i> Mutiny:</p> <ul style="list-style-type: none"><li>• The <i>Potemkin</i> Mutiny began in June 1905 when the battleship's crew rebelled against its officers. The crew refused to eat rotten food and seized control of the ship when the officers threatened to open fire on them</li><li>• The <i>Potemkin</i> ignored orders to surrender to naval squadrons sent to crush the mutiny. The crew sailed to Romania where they were given shelter and granted asylum.</li></ul> <p>For example, for the April Theses:</p> <ul style="list-style-type: none"><li>• The April Theses were issued by Lenin on his return to Petrograd from exile in Switzerland in 1917. They took the form of ten instructions, mostly directed at Bolshevik members</li><li>• The Theses condemned the Provisional government's conduct of the war. They ordered Bolsheviks to end co-operation with the Provisional government and for power to be assumed by the Soviets.</li></ul>	

Question	
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the Civil War? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>

**Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

**Indicative content**

Points of agreement may include:

- The sources agree that the Civil War was violent and bitter – Source A refers to 'terror' and 'atrocities' while Source B uses words like 'brutal' and 'violence'
- The sources agree that both sides murdered opponents who had been taken prisoner.

Points of difference may include:

- Source A suggests that the main cause of the violence was the 'foreign assistance accepted by the Whites' whereas Source B suggests it was caused by the need of the Bolsheviks to avoid defeat and being 'wiped out'
- Source B states that the Bolsheviks won because they were 'the most brutal' – this is absent from A.

Points regarding extent may include:

- The sources differ over the causes of the violence of the war and the extent of the terror used by both sides
- The sources strongly agree that the Civil War was extremely violent and that violence was used by both sides against their captured opponents.

Question	
<b>A2 (c)</b>	<p>Extract C suggests that the main reason the Bolsheviks won the Civil War was because of the mistakes made by the Whites.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content:

Relevant points which support the view may include:

- Source A suggests that accepting foreign support was a mistake by the Whites, as it forced the Bolsheviks to 'fight harder'
- Source B and Extract C suggest that the violent approach of the Whites was a mistake as it lost them support ('the richest...in Russia...expected better of them.', 'brutality of some White generals...supporting the Reds.')
- Extract C suggests that the Whites' failure to develop an effective strategy for winning the war was a mistake, also their failure to take advantage of the foreign support they received
- The White armies operated largely independently of each other and did not co-ordinate their offensives. They were unable to win popular support because they openly favoured privileged groups like landlords and the clergy.

Relevant points which counter the view may include:

- Source A indicates that the Reds also used violence and terror as tactics during the Civil War but were still able to win the war
- Source B suggests that the Bolsheviks won because they were motivated to fight for their very existence ('they would all have been wiped out if the Whites had triumphed.')
- Source C indicates that the Bolsheviks won because they were better led and developed policies that enable them to maximise their resources ('War Communism')
- The Bolsheviks won the Civil War because of their control of the vital industrial areas and the heart of the railway network. Their use of terror, e.g. the activities of the Cheka, played a key role in their victory.

Question	
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> cinema in the 1920s <b>OR</b> the 'Red Scare'.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, the cinema in the 1920s:</p> <ul style="list-style-type: none"> <li>• Cinema in the 1920s grew quickly as a source of popular entertainment throughout the USA. Tickets cost little and, by the end of the decade, over 90 million were sold every week</li> <li>• Many new movie theatres were built in the 1920s, often in the fashionable, art-deco style. Initially, films were silent with the first 'talkie', 'The Jazz Singer', released in 1927.</li> </ul> <p>For example, for the 'Red Scare':</p> <ul style="list-style-type: none"> <li>• The 'Red Scare' was a period of heightened fear of far-left movements in the USA in the years 1919-20. During the 'Red Scare', there was significant labour unrest, e.g. the Boston police strike, and a series of anarchist bombings</li> <li>• During the 'Red Scare', the authorities made over 3000 arrests and deportations. Many of the 'agitators' targeted by politicians, the FBI and the police were recent immigrants from southern and eastern Europe.</li> </ul>	

Question	
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about the New Deal? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that the New Deal was introduced to tackle serious economic problems in the USA – Source A refers to the 'economic emergency' and Source B to 'the most desperate problems that a nation had ever had.'
- The sources agree that the New Deal was wide-ranging – Source A refers to 'laws passed to deal with every aspect' of the crisis and Source B to the NIRA 'Amongst other laws'.

Points of difference may include:

- Source A indicates that Roosevelt was principally responsible for the legislation ('FDR introduced') that initiated the New Deal, whereas Source B suggests that the impetus came from Congress ('Congress quickly passed')
- Source A refers to the 'opponents' of the New Deal and their accusations of 'socialism', whereas Source B is completely supportive.

Points regarding extent may include:

- There is some difference of emphasis between the sources with regard to who drove New Deal legislation and about opposition to the New Deal
- The sources agree greatly that the New Deal was introduced at a time of national crisis and that it was comprehensive in its scope.

Question	
<b>A3 (c)</b>	<p>Extract C suggests that, in the years 1933-35, the New Deal was more a failure than a success.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content:

Relevant points which support the view may include:

- Source A states that some opponents of the New Deal criticised it for 'going too far' and being akin to 'socialism', which was widely feared in the USA
- Source B states that the cost to taxpayers of the NIRA alone was 'the enormous sum of \$3,300 million'
- Extract C indicates that unemployment remained high during the initial years of the New Deal and the number of its critics 'from politicians of all sides' grew
- Though the New Deal introduced a whirl of initiatives in the years 1933-35, its effects on the actual economy were slim. In 1935, the Supreme Court ruled against several New Deal programmes, further limiting its effectiveness.

Relevant points which counter the view may include:

- Source A praises the early years of the New Deal for saving the USA from 'complete collapse' and for being 'some of the finest reforms' in the history of the country
- Source B suggests that the New Deal rescued the country following the failure of the 'pro-business' Republican presidencies of the 1920s
- Extract C states that the early years of the New Deal were a success because the policies gave 'hope to many suffering the effects of the Depression.'
- The first years of the New Deal convinced many Americans that the effects of the Great Depression were being addressed. The AAA lifted agricultural prices, the CCC gave jobs to the young unemployed and FERA funded welfare for the destitute.

#### A4: The Vietnam Conflict, 1945-75

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the First Indochina War <b>OR</b> the fall of Saigon.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content guidance**

For example, for the First Indochina War:

- The First Indochina War began in 1946 with fighting between the Vietminh and the French. Over 50 000 French soldiers were sent to Vietnam to defeat the Vietminh, which was fighting for Vietnamese independence
- The Vietminh used guerrilla tactics to overcome the French superiority in men and arms. The French were defeated at Dien Bien Phu in 1954 and decided to withdraw from Indochina

For example, for the fall of Saigon:

- The fall of Saigon occurred when the NLF and the North Vietnamese Army seized the South Vietnamese capital on 30 April 1975. All the remaining US civilians and military personnel in Saigon had been evacuated on the day before
- The fall of Saigon demonstrated that the South Vietnamese Army was ineffective without significant American military support. The victors renamed Saigon as Ho Chi Minh City in honour of their former leader.

Question	
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about the government of Ngo Dinh Diem in South Vietnam? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that Diem's government was heavily criticised – Source A refers to his 'many errors' while Source B mentions 'discontent', 'frustration' and 'disgust' with his rule
- The sources agree that the domination of Diem's family was a cause of discontent with his government – Source A states that his government 'was dominated ... family' while Source B states that Diem's brother was 'a major source of dissatisfaction.'

Points of difference may include:

- The sources differ over the causes of criticism of Diem's government – Source A indicates that the promotion of Christianity was a cause, however Source B indicates that 'a major source of dissatisfaction' was the promotion of his brother
- The sources differ over the degree of criticism of Diem's government – Source A refers only to his 'many errors' while Source B refer to 'disgust' with his rule and him being 'hated'.

Points regarding extent may include:

- There is some difference in emphasis between the sources concerning the main reasons for discontent with Diem's government and the degree of dissatisfaction with his rule
- The sources agree strongly that Diem's government faced serious criticism and that dissatisfaction was encouraging the growth of communist-led opposition in South Vietnam.

Question	
<b>A4 (c)</b>	<p>Extract C suggests that the main reason for the growing opposition to Diem's government in South Vietnam was the popularity of the communists.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content:

Relevant points which support the view may include:

- Source A suggests the communists became popular and led opposition to Diem's government because they were viewed as 'patriots' who would unify the country
- Sources A and B indicates that communist propaganda successfully depicted Diem's government as the 'puppet' of the Americans and akin to the 'hated French'
- Extract C states that the communists gained popularity because they, rather than Diem's government, were seen as representing the Vietnamese
- The communists in the south gained widespread popularity by promising the poor greater fairness. They successfully stressed a nationalist message, promising to end foreign exploitation of Vietnam.

Relevant points which counter the view may include:

- Source A states that Diem made 'many errors' including favouring the 'Christian religion' that led to a decline in his government's popularity
- Sources A and B indicate that Diem's government attracted opposition for favouring his own family
- Extract C states that Diem's government became unpopular due to its implementation of the Strategic Hamlets Programme, which caused 'distress to the peasants'
- Diem's government was undemocratic and oppressive, characterised by heavily-rigged elections. Opposition grew to his rule because of rampant corruption, e.g. his brother Nhu, a leading government figure, was the richest opium dealer in Vietnam.

## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the New Economic System <b>OR</b> the mass media in the GDR.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.  The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.  <b>Indicative content guidance</b> For example, for the New Economic System: <ul style="list-style-type: none"><li>• The New Economic System was introduced in 1963 by Walter Ulbricht. It was an attempt to boost economic growth in the GDR and to compete with the FRG in science and technology</li><li>• The New Economic System allowed greater decision-making by managers in each factory, especially concerning pay and bonuses. It was discontinued in 1965 following a visit to the GDR by the new leader of the USSR, Leonid Brezhnev.</li></ul> For example, for the mass media in the GDR: <ul style="list-style-type: none"><li>• The mass media in the GDR was strictly controlled by the SED, often through direct ownership by the government. Through this, the SED ensured that criticism was limited and that the people were subjected to the SED's favoured messages</li><li>• Journalists were certified by the government and the majority were members of the VDJ, an organisation organised by the SED. The official news agency in the GDR, the AND, strictly censored what could be written and broadcast.</li></ul>	

Question	
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about opposition to the SED in the late 1980s? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

### **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that opposition is alarming the authorities – Source A states the SED is 'worried' and Source B states that opposition is 'concerning' the secret police
- The sources agree that western influences are encouraging opposition – Source A refers to the scope of 'West German television and radio' while Source B states that western 'officials' are encouraging opposition groups.

Points of difference may include:

- The sources differ over the aims of opposition to the government – Source A refers to demands for radical change ('The Wall must go!') whereas Source B refers only to those who only wish to 'weaken' the GDR
- The sources differ about the type of person opposing the government – Source A identifies those 'mostly in their teens and early 20s' whereas Source B refers to opposition groups 'formed within the Protestant churches'.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the nature and aims of the opposition to the SED
- The sources agree strongly that opposition, encouraged by events and influences outside the GDR, was of significant concern to the SED in the late 1980s.

Question	
<b>A5 (c)</b>	<p>Extract C suggests that the SED government collapsed mainly because of the influence of Mikhail Gorbachev.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content:

Relevant points which support the view may include:

- Source A states that young people chanted the name of 'Gorbachev' in their clashes with the authorities in 1987
- Source B claims that growing opposition to the SED government was partly the result of 'events in other communist countries' that were encouraged by Gorbachev's reforms in the USSR
- Extract C refers to the weakness of Honecker's position once Gorbachev had refused to support the SED with 'military' support
- Gorbachev's introduction of *perestroika* and *glasnost*, also his decision to end the Brezhnev Doctrine, seriously destabilised SED rule. His visit to East Berlin in October 1989 made clear that the GDR had to reform to satisfy the needs of its people.

Relevant points which counter the view may include the following:

- Source A suggests that the SED government fell because of the demand of East Germans for 'Western-style freedoms'
- Source B and Extract C indicate that the Protestant churches in East Germany played an important role in leading opposition to the SED
- Extract C suggests that the SED government was failing to deal with 'economic crisis' in the GDR and that many East Germans were preferring to leave for the West instead
- The stagnation of the GDR economy in the 1980s, e.g. the chronic shortage of consumer goods, undermined support for the SED. Cutbacks to social spending, e.g. housing, encouraged the young and the skilled to leave at the first opportunity.

## B1: America: from new nation to divided union, 1783–1877

Question	Mark scheme
<b>B1 (a)</b>	<p>Explain <b>TWO</b> ways in which the rights of the individual before the Bill of Rights (1791) were different from the rights of the individual after the Bill of Rights.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that the rights of the Federal and State Governments to limit individual freedoms were restricted. The Bill said no laws could be passed limiting freedom of speech, the right to assemble and petition for redress of grievances</li><li>• A difference was that the individual's rights to trial by jury, to be informed of the nature of the accusation, to be confronted with prosecution witnesses, and to have the assistance of counsel, were now enshrined in law.</li></ul>	

Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of Jefferson's '1800 Revolution'.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one cause.

### **Indicative content:**

Relevant points may include:

- A cause was the rivalry between Federalist and non-Federalist candidates. In its first 11 years, the new nation had never had a president who was not a supporter of federalism. The two leading candidates in 1800 were non-Federalist
- A cause was the voting system. Each state cast two votes without specifying which was for president and which for vice president. Jefferson and Burr tied and there was a dispute over which of them should become president
- A cause was discontent with Federalist government. It had introduced taxes on houses, land and enslaved people which impacted on every property owner. Many Americans thought it had failed to be responsive to the will of the people.

Question	Mark scheme
<b>B1 (c) (i)</b>	<p data-bbox="448 271 1262 338">How far did the problems of settling the West change in the years 1803-49?</p> <div data-bbox="456 394 1426 636" style="border: 1px solid black; padding: 10px;"><p data-bbox="472 405 1046 439">You may use the following in your answer:</p><ul data-bbox="616 445 999 517" style="list-style-type: none"><li data-bbox="616 445 903 479">• Native Americans</li><li data-bbox="616 486 999 517">• the annexation of Texas.</li></ul><p data-bbox="472 566 1070 600">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 674 1406 775"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="576 813 1430 922"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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## **Indicative content**

Relevant points that indicate that there was change may include:

- The Louisiana Purchase removed the problem of opposition from a powerful France, under Napoleon, dominating the Mississippi River and access to the Gulf of Mexico
- The Indian Removal Act (1830) provided a partial solution to the problem of opposition from Native Americans by allowing Jackson to forcibly move them to pre-planned areas in the West and allow more settlers into the area
- Mexican opposition to US settlement in California and Texas was ended by the Treaty of Guadalupe Hidalgo in 1848
- A new problem emerged with the discovery of gold in California in 1848 and the influx of prospectors, resulting in the breakdown of law and order
- The problem of opposition from the British ended as a result of the establishment of the 49th parallel as the border in the West between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

Relevant points that suggest change was limited may include:

- The Louisiana Purchase created open conflict with the Native American tribes which continued throughout the period. Opposition from Native Americans was a problem which was not overcome by 1849
- Problems with the Native Americans continued. Westward expansion by settlers as a result of the Texas War of Independence (1835-36) meant continuing conflict as Native Americans tried to preserve their autonomy
- The logistics of settling in the West continued to be difficult. For example, in 1843 1000 settlers left Missouri and travelled 3200 km to Oregon. They suffered from food shortages, cholera and faced hazardous mountain and river crossings.

Question	
<b>B1 (c) (ii)</b>	<p data-bbox="448 248 1246 309">How far did life improve for black Americans in the USA in the years 1850-77?</p> <div data-bbox="448 353 1182 629" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 365 927 425">You may use the following in your answer:</p><ul data-bbox="608 439 951 510" style="list-style-type: none"><li data-bbox="608 439 823 465">• the Civil War</li><li data-bbox="608 477 951 510">• the 1877 Compromise.</li></ul><p data-bbox="459 555 991 616">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 712 1394 772"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 808 1378 913"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

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**Indicative content**

Relevant points that suggest the life improved may include the following:

- The extent of slavery was limited by the Missouri Compromise, in which it was agreed that there would be no slavery in lands north of latitude 36° 30' that were still awaiting statehood
- The amendments during and after the Civil War were significant. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights and the 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau provided food, housing and medical aid, established schools and offered legal assistance to formerly-enslaved people. It also attempted to settle them on land confiscated or abandoned during the Civil War.

Relevant points that suggest that improvement was limited may include the following:

- In 1850 a new Fugitive Slave Act was passed. It imposed criminal penalties on anyone interfering with a slave owner's rights to his slaves, and restricted the legal rights of fugitive slaves to a fair trial
- The *Kansas-Nebraska Act* allowed new territories to decide for themselves whether or not to allow slavery within their borders. The *Act* undid the terms of Missouri Compromise, which prohibited slavery north of latitude 36°30'
- The Bureau was not as effective as it should have been because many of the Southern states passed laws called the Black Codes to undermine its work
- After 1869 the Bureau lost most of its funding as a result of opposition to its work by Southern Democrats. Racial discrimination and segregation continued, with many black Americans still living like 'virtual' slaves as sharecroppers
- The Compromise of 1877 allowed the Democrats to take control of the Southern states again. As they were determined to deny black Americans their newly-acquired rights, this was a barrier to increased opportunity.

## B2: Changes in medicine, c1848-c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which hospitals in 1948 were different from hospitals in 1920.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that in 1948 hospitals became part of the NHS offering free treatment to all, whereas previously payment was required</li><li>• A difference was that by 1948, hospitals were offering a wider range and more specialised treatment as a result of improvements in e.g., brain surgery and plastic surgery.</li></ul>	

Question	
<b>B2 (b)</b>	<p>Explain <b>TWO</b> causes of the increasing effectiveness of blood transfusions in the years 1900-20.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### **Marking instructions**

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one cause.

### **Indicative content:**

Relevant points may include:

- A cause was that blood could be stored and collected. The discovery that adding sodium citrate to blood would stop it from clotting allowed the storage of blood. The refrigeration of blood also allowed for its longer storage
- A cause was the ability to indirectly transfuse blood using a syringe and tube
- A cause was the ability to identify blood types. Landsteiner discovered that blood transfusions would only work if the donor and the patient had blood from the same blood group.

Question	
<b>B2 (c) (i)</b>	<p data-bbox="448 253 1318 315">How significant were developments in science and technology in improving health in the years 1848-75?</p> <div data-bbox="456 365 1123 562" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 376 1058 409">You may use the following in your answer:</p><ul data-bbox="555 416 919 479" style="list-style-type: none"><li data-bbox="555 416 919 450">• Public Health Act, 1848</li><li data-bbox="555 450 919 479">• germ theory.</li></ul><p data-bbox="480 488 1070 521">You must also use information of your own.</p></div> <p data-bbox="448 566 1394 629"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 656 1378 759"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

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**Indicative content**

Relevant points that it was significant may include:

- Germ theory led to an understanding of why infection after surgery developed and thus to ways in which these infections could be treated
- The discovery of chloroform by Simpson enabled patients to be anaesthetised allowing for more skilful operations
- Lister's work on antiseptics meant that operations could be performed in clean operating theatres using aseptic surgery, thus improving the patients' chances of survival.

Relevant points that significance was limited / other factors were more significant may include:

- Many doctors wanted to continue to do what they had always done and did not want to learn new ways of treating patients. This can be seen in the reluctance to adopt hygienic practices
- It was not clear how germ theory could be used to cure disease
- The Christian Church was opposed to the use of chloroform in childbirth, which impacted on its use
- The work of John Snow demonstrated the link between cholera and polluted water, and helped to prevent disease
- The government had a role in changing medicine, as can be seen by the introduction of the Public Health Acts of 1848 and 1875.

Question	
<p><b>B2 (c) (ii)</b></p>	<p>How far did Public Health provision improve in the years 1860-1911?</p> <div data-bbox="459 327 1123 521" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• germ theory</li> <li>• School Meals Act (1906).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest there was a change may include:</p> <ul style="list-style-type: none"> <li>• Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health</li> <li>• The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water</li> <li>• The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting</li> <li>• In 1889, the Infectious diseases Act was passed for London and broadened to the whole country in 1899. This led to new isolation hospitals being built to contain infectious diseases</li> <li>• The Liberal welfare reforms of 1906-11 introduced a range of public health improvements, including the provision of school meals for children in poverty.</li> </ul> <p>Relevant points that show change was limited may include:</p> <ul style="list-style-type: none"> <li>• Despite some changes in public health provision, the overcrowding of towns often made it difficult for improvements to take effect</li> <li>• Poverty prevented people from accessing good food and from living in good-quality housing. This often resulted in death during childhood</li> <li>• There was limited medical provision for women in the 1911 National Insurance Act.</li> </ul>	

### B3: Japan in transformation, 1853–1945

Question	
<b>B3 (a)</b>	<p>Explain <b>TWO</b> ways in which Japan's relationship with China before the Treaty of Versailles (1919) was similar to Japan's relationship with China after the Treaty.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was that after Versailles, relations between Japan and China continued to be poor. Before Versailles, Japan saw China as a place to acquire territory and these views continued</li><li>• A similarity was that before Versailles, Japan had great influence in China. This continued after Versailles as the Japanese were given German possessions in Shandong province.</li></ul>	

Question	
<p><b>B3 (b)</b></p>	<p>Explain <b>TWO</b> causes of the changes in Japanese culture following the Meiji Restoration (1868).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the decline in traditional values, which led to the increased popularity of Western music, art, books, newspapers and magazines</li> <li>• A cause was the new Meiji government's belief that the ideal of 'good wife and mother' meant a woman's place was in the home. Women were excluded from politics and inheritance, and had no independent legal standing in civil law</li> <li>• A cause was religious toleration. The repealing of the anti-Christianity laws in 1873 led to an increase in Christian influence. The government set up a national organisation of Shinto shrines that strengthened Shintoism.</li> </ul>	

Question	
<b>B3 (c) (i)</b>	<p data-bbox="448 311 1251 338">How far did Japan's economy change in the years 1853-1918?</p> <div data-bbox="448 349 1390 591" style="border: 1px solid black; padding: 5px;"><p data-bbox="461 360 1011 387">You may use the following in your answer:</p><ul data-bbox="608 398 1203 465" style="list-style-type: none"><li data-bbox="608 398 1203 425">• the industrial revolution in the Meiji period</li><li data-bbox="608 436 922 463">• The First World War.</li></ul><p data-bbox="461 517 1031 544">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 663 1394 719"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 752 1378 853"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that suggest that there was change may include:

- Trade was boosted. The Perry Mission led to more contact with the West as Japan had to abandon its 'closed door' policy. It was forced to open a number of its ports to America and, later, other Western nations
- The Japanese currency was disrupted and inflation created. The treaty resulting from the mission damaged the Japanese economy by bringing in a large amount of foreign money
- There was significant growth in the silk industry. The industry boomed during the industrial revolution of the 1870s and 1880s. The Japanese took advantage to expand their markets when a silkworm disease struck Europe
- Industrial production multiplied five-fold in the last quarter of the 19th century and was encouraged by government grants. This was seen in the iron, steel and ship-building industries in particular
- There was an economic boom during the First World War. Japan used the absence of the war-torn European competitors on the world market to advance its economy, generating a trade surplus.

Relevant points that suggest that change was limited may include:

- Continuity in the importance of, and dependence on, the rice crop for the economy and in the lifestyle of the Japanese peasants
- Continued dependence on the agricultural sector to provide state revenue. During the late 19th century, 80% of government income came from land taxes and this remained at over 50% well into the 20th century
- The continuity of the dependence on overseas markets to provide raw materials such as coal, oil and iron ore.

Question	
<b>B3 (c) (ii)</b>	<p data-bbox="448 271 1259 331">How far was government policy the main reason why Japanese society changed in the years 1923-45?</p> <div data-bbox="448 383 1390 624" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 394 1011 423">You may use the following in your answer:</p><ul data-bbox="608 432 1222 499" style="list-style-type: none"><li data-bbox="608 432 1222 461">• the Public Security Preservation Law (1925)</li><li data-bbox="608 468 1222 499">• the War in Southeast Asia (1937–45).</li></ul><p data-bbox="459 551 1031 580">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 696 1394 757"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 790 1378 891"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that suggest that government policy was the main reason may include:

- The introduction of the Universal Law of Male Suffrage (1925) reduced conflict in society by granting the vote to all males over 25. It was an attempt to counter discontent and to keep pace with Western democracy
- The Public Security Preservation Law (1925) virtually eliminated freedom of the press, free speech and free assembly. Japanese society became more compliant and more fearful of attacking the inequitable system of private property
- From 1928, government policy known as Tenko cracked down on unions and encouraged business to work with political leaders in a campaign against the left. Society became more willing to support totalitarianism and militarism
- Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences

Relevant points that suggest that government policy was not the main reason may include:

- Attempts to achieve equality were generally resisted by right-wing politicians and militarists. Despite the Election Law, wealthy men continued to dominate politics
- Reconstruction following the 1923 earthquake shook society as rebuilding drained the economy. This favoured the rich, as big corporations exploited the disaster and there was an increase in conflict between rich and poor
- The Great Depression led to changes in society, as a result of the stresses brought about by declining wages and reduced employment.
- The war in Southeast Asia (1938-45) was a vital factor in changing Japanese society. War work, as well as rationing and the black market, gradually led to a deeply-divided society by 1945.

## B4 China: conflict, crisis and change, 1900-89

Question	
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which the position of the Communists in China after the Battle of Huai-Hai (1948) was different from the position of the Communists before the battle.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that the Communist position was much stronger because the PLA had defeated the GMD and opened up central China to Communist forces. Before the battle Chiang had managed to contain the Communists in the north</li><li>• A difference was that the Communists were stronger because they no longer had to worry about US financial support for the GMD. After the battle, the USA decided not to continue providing financial aid to the GMD, which it had been doing.</li></ul>	

Question	
<p><b>B4 (b)</b></p>	<p>Explain <b>TWO</b> causes of the introduction of the Great Leap Forward in 1958.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the desire to introduce collectivisation. Mao hoped this would provide food for industrial workers and surplus produce to export</li> <li>• A cause was Mao's desire to accelerate the work of the first Five-year Plan by including the whole population in achieving targets</li> <li>• A cause was Mao's desire to demonstrate the superiority of communism over capitalism by carrying out major infrastructure projects.</li> </ul>	

Question	
<b>B4 (c) (i)</b>	<p data-bbox="456 479 1337 539">How far did the threats faced by Chinese governments change in the years 1900-37?</p> <div data-bbox="456 546 1123 730" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 555 1054 584">You may use the following in your answer:</p><ul data-bbox="552 595 874 658" style="list-style-type: none"><li data-bbox="552 595 874 624">• the 1911 Revolution</li><li data-bbox="552 629 874 658">• the Communists.</li></ul><p data-bbox="480 669 1078 698">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 734 1390 795"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 797 1374 893"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

**Indicative content**

Relevant points that suggest that the threats did change may include the following:

- The Boxer rebellion began as a new kind of protest against the authorities, as it was the first major rebellion for allowing significant concessions to foreigners
- The 1911 Revolution was a new kind of opposition as it was anti-imperialist and based on nationalism and republicanism
- The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how China was treated in the Treaty of Versailles
- Communist opposition was a new kind of threat, revolving around a revolution led by the proletariat. After the Shanghai Massacres, opposition became increasingly based in the countryside, not in urban areas
- Before the withdrawal of Soviet support, opposition to the government was internal. Following the Shanghai Massacres and the Japanese invasion of Manchuria, the threat was external as well.

Relevant points that suggest the change was limited may include:

- The May the Fourth Movement led to the 'New Tide' which adopted ideas of freedom and equal rights. These were similar to communist opposition in the 1920s
- The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China
- Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese.

Question	
<p><b>B4 (c) (ii)</b></p>	<p>How far did China's economy strengthen in the years 1965-89?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• The Cultural Revolution</li> <li>• Deng's agricultural reforms.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that there was a strengthening of the economy may include the following:</p> <ul style="list-style-type: none"> <li>• During the Cultural Revolution, there was a modest increase in agricultural production</li> <li>• Under Deng, the introduction of a profit motive into agriculture led to grain production almost trebling in the years 1978-1989</li> <li>• Deng's reform of education, industrial changes and adoption of an open door policy for trade brought rapid economic development</li> <li>• The period saw the consolidation of industrial modernisation and the continuation of China's progress towards becoming a significant industrial producer.</li> </ul> <p>Relevant points that suggest that there was limited strengthening may include the following:</p> <ul style="list-style-type: none"> <li>• Economic development was harmed when the Cultural Revolution brought China close to anarchy, with the Red Guards carrying out attacks that, in 1966-76, killed almost 70 000 people in Guanxi province alone</li> <li>• There was a less-educated workforce, and less innovation and development in industry, when many schools and colleges closed down</li> <li>• The economy was harmed when the Cultural Revolution saw the removal of efficient industrial managers, whose loyalty to communism was suspect, and their replacement with managers who lacked expertise and experience</li> <li>• China suffered a significant economic dislocation as a result of the compulsory migration of 20 million young urban Chinese during the Cultural Revolution.</li> </ul>	

**B5: The changing role of international organisations: The league and the UN, 1919-c.2011**

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the work of the ILO as part of the League was similar to the work of the ILO as part of the UN.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was the focus of the ILO on regulating working practices. Under the League, the ILO focused on working hours and, under the UN, it has continued this practice by developing programmes promoting decent working practices</li><li>• A similarity was the focus on the protection of women in the workplace. This was begun under the League and developed under the UN through the promotion of social justice.</li></ul>	

Question	
<p><b>B5 (b)</b></p>	<p>Explain <b>TWO</b> causes of the UN involvement in the Korean War (1950-53).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the invasion of South Korea by North Korea in June 1950. The Security Council responded by passing a resolution requiring North Korean troops to leave</li> <li>• A cause was the desire of the UN to assist in the removal of North Korean troops. They did this by providing UN forces to help the South</li> <li>• A cause was the need to find peace because that was what the UN was founded for.</li> </ul>	

Question	
<b>B5 (c) (i)</b>	<p>How significant, in the years 1919-39, was the crisis in Abyssinia (1935-36) in changing the ability of the League to maintain peace?</p> <div data-bbox="459 315 1123 510" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the Covenant of the League</li><li>• Abyssinia (1935-36).</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that it was significant may include:

- The Abyssinia crisis underlined the self-interest of major powers such as Britain and France. The Hoare-Laval Pact showed how the covenant was ignored and led to the intentions of the League being questioned
- The impositions of sanctions had little impact on the actions of the Italians, showing, when not all nations were part of the League, that sanctions could not be effective
- The actions that the League of Nations could take did not deter aggressors. Italy merely left the League and suffered no consequences, leading to other nations not being concerned about the consequences of aggressive actions.

Relevant points that significance was limited / other factors were more significant may include:

- The Covenant of the League of Nations set out the scope of its actions when crises arose. The lack of an armed force severely limited its ability to act throughout the period
- For a significant part of the period, the League had largely been successful in keeping the peace and had managed crises such as the Aaland Islands and Corfu effectively
- The crisis in Manchuria highlighted the self-interest of the leading members of the League, which weakened its impact. It suggested that Great Powers would be treated differently, encouraging others to act aggressively
- Hitler's actions, e.g. in rearming, showed the weakness of the league to uphold the Treaty of Versailles and encouraged appeasement. The consequence of these actions, and others, was the outbreak of war
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

Question	
<b>B5 (c) (ii)</b>	<p>How far was the UN weakened by the actions of the USA and the USSR in the years 1967-2011?</p> <div data-bbox="459 378 1123 577" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the Yom Kippur War (1973)</li><li>• Somalia (1991-95).</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that suggest it did weaken may include:

- The Cold War made cooperation between the five permanent members of the Security Council impossible. Any proposal was regarded by the USA and the USSR in terms of whether it would give the other an advantage
- The USSR support for Arab nations in the early 1970s destabilised UN attempts to maintain peace between Israel and Palestinians
- The withdrawal of US troops from Somalia in 1994 weakened the UN's operation there, leading to its withdrawal from the country in 1995
- The US-led invasion of Iraq in 2003 weakened the UN, as the USA knew the UN could not prevent it from starting the war
- The UN's mission to Sudan was weakened by the lack of involvement of the USA, who were fighting in Iraq.

Relevant points that suggest the weakening was limited may include:

- The role of the UN in helping to bring an end to the Yom Kippur War was helped by the USA putting pressure on Israel to accept peace terms
- US Secretary of State, Kissinger, helped to put into place the UN disengagement force in the Middle East after the end of the Yom Kippur War
- The US-led UN forces defeat of Iraq in the first Gulf War showed the success the UN could achieve, if the Security Council worked together.

## B6: The changing nature of warfare and international conflict, 1919-2011

Question	
<b>B6 (a)</b>	<p>Explain <b>TWO</b> ways in which fighting in the first Gulf War (1990-91) was different from fighting in the second Gulf War (2003).</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the use of guerrilla tactics. In the second Gulf War, there was a large number of insurgents who used guerrilla tactics such as suicide bombings and IEDs. This was not evident in the first Gulf War</li><li>• A difference was the composition of the armed forces. The first Gulf War was largely fought from the air and sea, whereas the second Gulf War was an infantry war.</li></ul>	

Question	
<p><b>B6 (b)</b></p>	<p>Explain <b>TWO</b> causes of the development of the use of drones in war in Pakistan in the years 2000-11.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 4 marks for an answer dealing with only one cause.</b></p> <p><b>Indicative content:</b> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was to prevent the killing of ground troops</li> <li>• A cause was to improve surveillance techniques and bomb disposal in difficult-to-access mountainous areas of Pakistan</li> <li>• A cause was to enable a greater range of enemy targets to be targeted.</li> </ul>	

Question	
<b>B6 (c) (i)</b>	<p>How far was the Battle of Britain (1940) the key turning point in the changing nature of aerial warfare in the years 1936-75?</p> <div data-bbox="459 356 1123 555" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the Battle of Britain (1940)</li><li>• Arab-Israeli conflicts.</li></ul><p>You must also use information of your own.</p></div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that it was the key turning point may include:

- The Battle of Britain showed, for the first time, the importance of radar technology in defending against aerial attacks
- The Battle of Britain emphasised the importance of victory in the air for future wars as a means of securing airfields and other strategic targets
- The Battle of Britain showed, for the first time, the importance of co-ordination of forces, with Bomber Command, Fighter Command and Coastal Command playing key roles.

Relevant points that it was not the key turning point may include:

- The bombing of Abyssinia was seen to be the turning point in the use of aircraft for terror bombing as before this, planes were not used in this way
- The Blitz was a turning point in the use of night bombing to attack civilian targets
- The dropping of atomic bombs on Japan was the first example of nuclear aerial warfare
- The deployment of intercontinental ballistic missiles from 1957 changed the nature of warfare by making mutually assured destruction possible
- The Six-Day War evidenced the importance of air supremacy in the speed with which the Israeli air force destroyed Egyptian air fields
- The Vietnam War was a turning point in aerial warfare due to the use of chemicals such as napalm, Agent Orange and Agent Blue.

Question	
<b>B6 (c) (ii)</b>	<p>How far was the use of aircraft carriers in the Pacific War (1941-45) a key turning point in the development of sea warfare in the years 1939-2000?</p> <div data-bbox="459 383 1179 607" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• aircraft carriers in the Pacific War (1941-45)</li><li>• Falklands War (1982).</li></ul><p>You must also use information of your own.</p></div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

## **Indicative content**

Relevant points that it was the key turning point may include:

- Aircraft carriers changed sea warfare by enabling fighter aircraft to be deployed in island warfare
- The success of the USA at the Battle of Midway emphasised the importance of aircraft carriers in gaining control of the sea in major conflicts
- The use of aircraft carriers in the Battle of Midway showed the importance of qualified mechanics and ground crews in major sea battles. The loss of such troops was disastrous for the Japanese navy.

Relevant points that suggest it was not the key turning point may include:

- The development of nuclear submarines from 1952 was a turning point as it allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them
- Nuclear submarines were armed with more powerful weapons, allowing a greater range of fire
- The development of larger, nuclear-powered aircraft carriers after the end of the Second World War allowed for greater geographical range in sea warfare
- The Falklands conflict saw aircraft carriers being used to carry large number of land-based troops and equipment to distant theatres of war
- In the first Gulf War, submarines were used to launch Tomahawk Cruise missiles at targets inside Iraq.

## B7: The Middle East: conflict, crisis and change, 1917-2012

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the reasons for poor relations between Israel and her neighbours in 1945 were different from the reasons for poor relations between them in 1949, after the First Arab-Israeli War.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that in 1945, relations were poor because Israel was seeking a homeland, whereas in 1949, relations were poor because Israel's neighbours had failed to destroy the new state</li><li>• A difference was that in 1945, relations were poor because of the threat of the creation of Israel but after the First Arab-Israeli War, the focus of the dispute was the desire for Palestinian refugees to return to their land which Israel had captured.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the assassination of Yitzhak Rabin.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 4 marks for an answer dealing with only one cause.</b></p> <p><b>Indicative content:</b> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was opposition to the decision by Rabin to hold talks with Yasser Arafat and the signing of the Israeli-Palestinian Declaration of Principles in 1993</li> <li>• A cause was opposition to the decision by Rabin to cede parts of the West Bank to the Palestinians in the Oslo Accords. He was accused of being a traitor and giving away parts of 'Biblical Israel' to the Palestinians</li> <li>• A cause was the existence of far-right extremist Jewish groups who would not accept any agreement with the Palestinians. A member of Eyal shot Rabin because the prime minister wanted 'to give our country to the Arabs'.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p data-bbox="448 248 1262 309">How far did British involvement in the Middle East change in the years 1917-56?</p> <div data-bbox="448 360 1331 613" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 371 1038 405">You may use the following in your answer:</p><ul data-bbox="608 412 1086 488" style="list-style-type: none"><li data-bbox="608 412 1086 445">• the Peel Commission (1936-37)</li><li data-bbox="608 452 1086 488">• the Suez Canal (1956).</li></ul><p data-bbox="459 533 1062 566">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 689 1394 750"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 784 1378 884"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest there was change may include:

- In 1917, British policy was to divide the Ottoman Empire between themselves and France, but a change came with the Balfour Declaration, which was seen as a promise by the British government to help set up a Jewish state
- A major change occurred after the bombing of the King David Hotel in 1946, as a result of which the British asked the UN to take back the mandate and find a solution to governing Palestine
- In 1948, after the UN came up with the Partition Plan, the British withdrew from Palestine. Britain no longer had a policy of stationing troops in Palestine
- There was a significant change of direction by the British in 1956 when they sent troops into Egypt to take over the Suez Canal after nationalisation by Nasser. This was a major change from the previous use of diplomacy.

Relevant points that suggest change was limited may include:

- Throughout the period, the constant British aim was to prevent the region from becoming an area of instability. This was seen in the Peel Commission that suggested partition to maintain peace, though this did not happen at that time
- A major ongoing aim of the British was to protect their economic interests. Of major importance was to ensure the Suez Canal remained open to British shipping, so as to trade with India
- A constant policy of the British was to try to take steps to solve the problem of competing land claims by introducing measures which seemed 'balanced'. So, at times, they restricted Jewish immigration but they also proposed partition
- Throughout the period, the British used military forces to stamp down hard on what they saw as insurrection e.g. the Arab Revolt and measures against Jewish radicals after the King David Hotel bombing.

Question	
<b>B7 (c) (ii)</b>	<p data-bbox="448 315 1353 376">How far was Kissinger's Shuttle Diplomacy the most significant international intervention in the Middle East in the years 1967-95?</p> <div data-bbox="448 443 1370 719" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 443 1038 477">You may use the following in your answer:</p><ul data-bbox="655 517 1161 622" style="list-style-type: none"><li data-bbox="655 517 1161 577">• Kissinger's negotiations with Middle East states</li><li data-bbox="655 589 1161 622">• the Oslo Peace Accords (1993-95).</li></ul><p data-bbox="469 656 1062 689">You must also use information of your own.</p></div> <p data-bbox="448 752 1394 813"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 846 1378 947"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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### **Indicative content**

Relevant points that suggest Shuttle Diplomacy was the most significant intervention may include:

- Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin, as the two 'sides' would not talk to each other
- Kissinger's negotiations led to both Egypt and Israel agreeing to pull back from the Suez Canal, allowing the UN to set up a demilitarised zone
- Kissinger's negotiations laid the foundations for the exchange visits between Sadat and Begin that led to the Camp David Accords
- Kissinger's negotiations showed the world that the USA was determined to bring about a settlement in the region and gave a belief on both sides that a permanent peace might be achieved.

Relevant points that suggest that Shuttle Diplomacy was not the most significant intervention may include:

- The suggestion to Israel that it take action to reopen the Straits of Tiran was taken by the Israelis as the green light for an attack on Arab countries. The Six Day War which ensued was responsible for enormous land gains by Israel
- In 1970, the Soviet Union began rearming Egypt and sent 20 000 troops to build missile bases. This increased tension between Egypt and Israel
- The Camp David Accords led to both Israel and Egypt recognising each other's states and right to live in peace. Israel withdrew from Sinai and Egypt allowed Israel to use the Suez Canal
- The Oslo Peace Accords of 1993-95 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that there would be a five-year negotiating period in the hope that a permanent solution could be found.

## **B8 The Diversity, rights and equality in Britain, 1914-2010**

<b>Question</b>	
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<b>B8 (a)</b>	<p>Explain <b>TWO</b> ways in which opportunities for medical care in Britain before the NHS were different from opportunities for medical care after the introduction of the NHS in 1948.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
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### Marking instructions

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Maximum 3 marks for an answer dealing with only one difference.

### Indicative content

Relevant points may include:

- A difference was the extension of those who had been entitled to medical care under the 1911 National Insurance Act. Now women qualified for free treatment. Previously women who were at home raising families did not qualify
- A difference was the extent of medical care taken up. Before the NHS, 'Lesser' conditions, such as varicose veins, might not be treated. As treatment under the NHS was free, people were more likely to seek treatment.

<b>Question</b>	
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<b>B8 (b)</b>	<p>Explain <b>TWO</b> causes of the passing of the Aliens Restriction (Amendment) Act (1919).</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
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### Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one cause.

### Indicative content:

Relevant points may include:

- A cause of the passing of the Act was the need to extend the 1914 Act, which gave the government powers to target 'enemy aliens in Britain'
- A cause of the passing of the Act was the desire to restrict the employment rights of aliens in Britain now that the wartime labour shortages were over
- A cause of the passing of the Act was to prevent industrial unrest by making it illegal for aliens to promote industrial action.

<b>Question</b>	
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**B8 (c) (i)**

How far was the Disabled Persons (Employment) Act (1944) the key turning point in the lives of disabled people in the years 1944-2010?

You may use the following in your answer:

- the Disabled Persons (Employment) Act (1944)
- the founding of the British Council of Organisations of Disabled People (1981).

You **must** also use information of your own.

**Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

**Marking instructions**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

**Indicative content**

Relevant points that suggest that the Act was the key turning point may include:

- The Act was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established and Disablement Advisory Committees set up
- In the Act, employers had to provide work for a quota of disabled persons and reserve a number of future jobs for them. This was very important in getting disabled people into work
- Employers had to set up employment and training facilities under special conditions for disabled people whose disability meant they could not get work ordinarily.

Relevant points that suggest that the Act was not the key turning point may include:

- The 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act
- From 1944, disabled children were mostly taught in special schools which failed to equip them with the educational and social skills for adult life. The Warnock Report and comprehensive education placed them in mainstream schools
- The British Council of Organisations of Disabled People played a major part in raising awareness by campaigning using the new social model, which said that it was society which made people disabled, not their impairment
- In 1995, after years of campaigning by disability activists, the Conservative Government introduced legislation to outlaw discrimination against disabled people
- The Equality Act 2010 set out when someone is considered to have a disability and how they are to be protected from disability discrimination.

Question	
<b>B8 (c) (ii)</b>	<p data-bbox="456 757 1342 786">How far did the rights of women change in the years 1962-2010?</p> <div data-bbox="456 786 1123 983" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 797 1054 826">You may use the following in your answer:</p><ul data-bbox="552 837 927 904" style="list-style-type: none"><li data-bbox="552 837 767 866">• employment</li><li data-bbox="552 869 927 904">• the Equality Act (2010).</li></ul><p data-bbox="480 909 1078 938">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 1016 1390 1077"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 1079 1374 1178"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest that the rights of women changed may include:

- Equal Pay was achieved by the Equal Pay Act in 1970, after women, such as the Dagenham machinists, went on strike
- The 1972 Equal Employment Opportunity Act banned discrimination on the basis of sex or marital status in the areas of employment
- There was a growth in the number of women attending university. The 1975 Sex Discrimination Act and the growth of comprehensive education meant that by 2010 55% of full-time undergraduates were women
- The belief in the role of women as stay at home, unequal citizens began to decline when the 1960s saw the growth of the feminist movement and a more liberal attitude in British society
- The 2010 Equality Act improved women's rights by making it illegal for women to suffer direct or indirect discrimination, harassment or victimisation because of their sex.

Relevant points that suggest that change was limited may include:

- Despite the Equal Pay Act, women continue to be discriminated against in terms of pay. In 2010 women generally earned around 20% less than men
- Although the number of female MPs rose significantly in the period (less than 3% in 1962 rising to 22% in 2010), women were still considerably underrepresented in political office
- Women had not achieved equality in terms of improving their lives through work. In 2010 women were 40% less likely to be able to improve their social status, as a result of employment, than men.

