



Pearson  
Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel International GCSE  
In History (4HI1/02R) Paper 2: Investigation and  
Breadth Studies

## **Edexcel and BTEC Qualifications**

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

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

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

Summer 2019

Publications Code: 4HI1\_02R\_1906\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

## General Marking Guidance

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

# Generic Level Descriptors for Paper 2

## SECTION A Question (a)

---

**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)

---

**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)

---

**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>• Answer 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>• Answer 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 it's 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)

---

**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)

---

**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)

---

**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 go beyond two 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 go beyond two aspects.</b></p>

4	13-16	<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 go beyond two aspects.</b></p>
---	-------	---

## SECTION A: Historical Investigation

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

Question	
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Triple Entente <b>OR</b> the Gallipoli Campaign.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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 Triple Entente:</p> <ul style="list-style-type: none"><li>• The Triple Entente was a friendly understanding developed between Britain, France and Russia. It settled military and imperial differences between them</li><li>• The entente did not commit Britain, France and Russia to act together in the event of war. It facilitated increasing cooperation between them.</li></ul> <p>For example, for the Gallipoli Campaign:</p> <ul style="list-style-type: none"><li>• The Gallipoli Campaign was an attack launched by Britain and France on Germany's ally, Turkey. The plan was to capture the Dardanelles, the important sea passage between the Mediterranean and Black Sea.</li><li>• The campaign involved an amphibious attack on the Gallipoli peninsula in April 1915. It was met with fierce Turkish resistance.</li></ul>	

Question	
<p><b>A1 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the threat posed by Germany to Britain in the years 1905–14? 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>
<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>Both agreement and difference must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that Germany is increasing its military expenditure, which may pose a threat to Britain, Source A referring to 'spending more on armaments' and Source B to Germany's 'powerful fleet'</li> <li>• The sources agree that Germany is expanding its empire, Source A referring to its 'plans' and Source B to a 'young and growing empire' and 'interests across the world'</li> <li>• The sources agree that Germany's actions are being viewed as a threat in Britain, Source A referring to British people believing that the Kaiser has aggressive intentions and Source B to British 'suspicions'.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B claims that Germany is of no threat to British interests and that her goal is 'peace' with Britain whereas Source A implies that Germany's military and imperial development is a potential threat with 'aggressive plans' to 'dominate' Europe.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some agreement between Sources A and B that Germany is an expanding power in terms of empire, trade and armaments and that this growth is being perceived as a threat to British interests in Britain</li> <li>• The sources strongly disagree about the intent of this expansion, Source A regarding it as a threat to British interests and Source B explicitly ruling out any intent to threaten Britain.</li> </ul>	

Question	
<b>A1 (c)</b>	<p>Extract C suggests that Germany was mainly responsible for the outbreak of the First World War.</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 claims that Germany had the intent to 'dominate Europe' in the years leading up to the outbreak of war
- Source A and Source B provide evidence that Germany was increasing its expenditure on arms in the years 1905–14 and that this was the cause of the international arms race ('forcing all the other powers to compete')
- Extract C refers to several actions taken by Germany in July 1914 that may have provoked war, e.g. the Blank Cheque ('Germany urged Austria-Hungary to invade Serbia')
- The reckless behaviour of Germany's leaders, the Kaiser especially, destabilised Europe in the pre-war years (e.g. the two Moroccan Crises) while its actions during the July Crisis have suggested to some that Germany deliberately provoked war.

Relevant points which counter the view may include:

- Source A suggests that Germany's economic growth during the pre-war years was something to be admired and was not a threat to the European balance of power
- Source B claims that Germany's naval and imperial expansion was with entirely peaceful intent
- Extract C suggests that Germany was not alone in its responsibility for the outbreak of war and refers to actions taken by others (e.g. Russia's desire to support Serbia versus Austria)
- All the European powers can be blamed to some extent for the outbreak of the war, while it can be argued that Germany was acting in self-defence during the years prior to 1914 due to the encirclement of the Entente powers.

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

Question	Mark scheme
<b>A2 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the April Theses <b>OR</b> the Treaty of Brest-Litovsk.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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 April Theses:</p> <ul style="list-style-type: none"><li>• The April Theses were a political programme issued by Lenin immediately on returning to Russia on the sealed train from Switzerland in April 1917</li><li>• The theses called for an end to cooperation with the Provisional Government and for a second revolution to establish communism – Lenin also condemned Russia's continuing participation in the First World War.</li></ul> <p>For example, for the Treaty of Brest-Litovsk:</p> <ul style="list-style-type: none"><li>• The Treaty of Brest-Litovsk was agreed by Bolshevik Russia with the Central Powers, led by Germany and Austria-Hungary, in March 1918 and ended Russia's involvement in the First World War</li><li>• Russia lost Finland, Poland, the Baltic States, Belarus and Ukraine and agreed to pay Germany six billion marks in reparations.</li></ul>	

Question	Mark scheme
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about Bloody Sunday? 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 difference must be identified for 5 marks.

### Indicative content

Points of agreement may include the following:

- The sources agree that the workers on Bloody Sunday were encouraged by political radicals, Source A refers to 'secret' groups and Source B to 'socialists' inciting them
- The sources agree on the key role of Gapon, Source A refers to his 'fanatical preaching' while Source B implies he had instigated the march for political purposes.

Points of difference may include:

- Source A states that the workers' petition demanded political change ('excessive political demands') while Source B indicates that it concerned 'their grievances about wages and living conditions'
- Source B states that the crowds, incited by Gapon, 'attacked the soldiers' while Source A states they were guilty only of provoking them ('jeering', 'pushing', 'using foul language').

Points regarding extent may include the following:

- There are some similarities between Sources A and B concerning the role of revolutionaries in attempting to incite the workers on Bloody Sunday
- The sources strongly disagree about the intentions of the workers, Source A states they were influenced by revolutionaries and implies radical intentions but Source B implies that they would have been content with an appearance by the Tsar and did not start the violence.

Question	Mark scheme
<b>A2 (c)</b>	<p>Extract C suggests that the main cause of the 1905 Revolution was economic hardship.</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 B states that the workers' petition to the Tsar concerned their 'grievances about wages and living conditions' suggesting economic hardship did play a part in the start of the Revolution
- Extract C indicates that the 1905 Revolution began in the midst of an industrial depression exacerbated by the effects of the Russo-Japanese War
- Extract C refers to a fall in agricultural production and a rise in food prices
- Russia's historical economic backwardness was being addressed but only slowly – the 1905 Revolution saw widespread disturbances in both cities and the countryside caused by extreme poverty and gross inequality.

Relevant points which counter the view may include:

- Sources A and B indicate that groups were active in Russia making demands for radical change to the Tsarist system suggesting political rather than economic causes for the Revolution
- Sources A and B both refer to the use of oppression by the Tsar on Bloody Sunday, indicating that this may have played a role in the outbreak of the Revolution
- Extract C refers to the impact of the Russo-Japanese war, which ended in defeat and national humiliation in 1905 and was also a cause of the Revolution
- The Revolution was caused by opposition that had been building for decades to both the system of autocracy and to Nicholas II personally – Bloody Sunday crystallised these failings and encouraged all classes to demand change.

### A3: The USA, 1918–41

Question	
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the 'Monkey Trial' <b>OR</b> Hoovervilles.</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 'Monkey Trial':</p> <ul style="list-style-type: none"><li>• The 'Monkey Trial' was an attempt by those who were opposed to the teaching of evolution to ban it in schools. Some people wanted to teach the theory of creationism</li><li>• The trial of a Tennessee biology teacher was heavily publicised and the creationists were discredited. The biology teacher was found guilty, but the judgement was overturned the following year.</li></ul> <p>For example, for Hoovervilles:</p> <ul style="list-style-type: none"><li>• Hoovervilles were shanty towns built by homeless people in cities across the United States. Most American cities had Hoovervilles</li><li>• Hoovervilles were named after President Hoover. He was thought to be not doing enough to solve the country's economic problems.</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 difference must be identified for 5 marks.

### Indicative content

Points of agreement may include:

- Sources A and B agree that it is costing a lot of money. Source A mentions 'half a billion dollars'; Source B 'terribly extravagant spending'
- Sources A and B agree that the New Deal involved measures to provide relief. Source A talks about 'direct and immediate relief'. Source B talks about 'providing relief'.

Points of difference may include:

- Sources A says that the New Deal is a carefully thought-out plan, whereas Source B points to 'wasteful methods'
- Source A says the New Deal is a success 'giving hope and employment' but Source B says it is a failure, promoting laziness and stopping people helping themselves.

Points regarding extent may include:

- There are some similarities between Sources A and B with both mentioning that the New Deal is about government involvement to provide relief
- The sources strongly disagree about the impact of the New Deal. Source A emphasises the positive impact, whereas Source B sees it as being harmful.

Question	
<p><b>A3 (c)</b></p>	<p>Extract C suggests that the New Deal was not very effective.</p> <p>How far do you agree with this interpretation? 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 that support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A says that the Civilian Conservation Corps was criticised, suggesting that it might not be working effectively</li> <li>• Source B says that 'taxpayers are complaining about the terribly extravagant spending', suggesting that it was not effective</li> <li>• Extract C says that when the government reduced spending, unemployment started to rise. This suggests the New Deal worked only as long as money was pumped in</li> <li>• The New Deal did bring down unemployment, but in the late 1930s it started to rise again. It was the government's decision to support Britain in the war that really brought an end to the country's economic problems.</li> </ul> <p>Relevant points to counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source B says that hope and employment are being given to millions</li> <li>• Source B says that the destruction of crops and livestock has increased prices, which is what Roosevelt wanted so as to increase farm income</li> <li>• Extract C says that in the years 1933–36 the New Deal was effective as it brought recovery. Inter-state programmes such as the TVA brought prosperity to poor areas</li> <li>• Roosevelt's New Deal measures reduced unemployment to under eight million by 1937.</li> </ul>	

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

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Domino Theory <b>OR</b> Operation Rolling Thunder.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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 Domino Theory:</p> <ul style="list-style-type: none"><li>• The Domino Theory was first outlined by President Eisenhower in 1954. It argued that if a country in any region of the world fell under the influence of communism, then the surrounding countries would also become communist</li><li>• The theory justified the USA's decision to support anti-communist governments. It sent increasing financial and military assistance to South Vietnam during the 1950s and 1960s.</li></ul> <p>For example, for Operation Rolling Thunder:</p> <ul style="list-style-type: none"><li>• Operation Rolling Thunder was launched by the USA against North Vietnam in 1965. It was the name given to the gradually-escalating, aerial bombing campaign</li><li>• The campaign specifically targeted military and other strategic sites in the North. It dropped over 600 000 tons of bombs in the years 1965–68.</li></ul>	

Question	
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about the reasons for the French defeat at Dien Bien Phu? 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 Vietminh's knowledge of the battlefield contributed to their victory over France – Source A states that they knew the hills 'because it was their country' while Source B refers to their 'knowledge of the surrounding area'
- The sources agree that the resolve of the Vietminh contributed greatly to the French defeat, Source A referring to their 'courage' and Source B to their 'determination'
- The sources agree that the Vietminh's desire for Vietnamese 'independence' (Source A) was a factor in France's defeat, Source B referring to 'a people united in a struggle for their rights'.

Points of disagreement may include:

- Source A suggests French military failures played a part in the defeat ('didn't know anything about the battlefield') though this is not mentioned in Source B.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the part played by France's failure to plan and conduct the battle effectively despite its military superiority
- The sources strongly agree that the French were defeated by a more determined and better-motivated enemy with superior knowledge of the battlefield.

Question	
<b>A4 (c)</b>	<p>Extract C suggests that French rule in Vietnam ended because of the strength of Vietnamese resistance from 1945.</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 provides evidence of the motivation of the Vietnamese who fought the French with courage and determination in order to achieve independence
- Source B refers to the resistance of the Vietnamese people to French rule and their unity in the 'struggle for their rights'
- Extract C refers to the 'strength' of Vietnamese resistance – the scale of the French losses since 1945 suggests that Vietnamese opposition to their rule was significant
- The Vietminh sustained constant pressure on the French with guerrilla strikes and targeted military operations – they gathered support even from the non-communist Vietnamese because they claimed to be fighting, above all, in the national interest.

Relevant points which counter the view may include:

- Source A refers to mistakes made by French generals, which made it impossible to capitalise on their superior military resources, referenced in both Sources A and B
- Source A provides evidence of the lack of support from anti-communist forces in Vietnam who 'did not represent the wishes of their people' and did not fight as bravely in the French cause
- Extract C suggests political reasons were behind the withdrawal – the fact that 'France's government and people could stand no more' explains why France withdrew despite having the military capacity to continue
- The conduct of French colonial rule was exploitative, oppressive and violent – restored after 1945 largely to prove that France was still a major power after the Second World War, it was increasingly dependent on US support and unpopular politically at home.

## A5: East Germany, 1958–90

Question	
<b>A5 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> control of the young in the years 1962–87 <b>OR</b> the elections of March 1990.</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 control of the young in the years 1962–87:</p> <ul style="list-style-type: none"><li>• The SED strictly controlled what was taught in schools and universities. The young were only given access to the SED's approved material</li><li>• The SED established the FDJ, which influenced the lives of young people during their leisure time. Control of the young committed people ideologically to the GDR's political values.</li></ul> <p>For example, for the elections of March 1990:</p> <ul style="list-style-type: none"><li>• The March 1990 elections were the first free elections in the GDR's history. They were called soon after the fall of the Berlin Wall in November 1989 and the collapse of the SED's authority</li><li>• The election was won by the Alliance for Germany with over 48 per cent of the vote. This group supported the faster reunification of Germany during the election campaign.</li></ul>	

Question	
<p><b>A5 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the significance of Ostpolitik in the early 1970s? 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>
<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>Both agreement and difference must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that Ostpolitik has helped bring about better relations between the GDR and FRG, Source A referring to the GDR's acceptance into the UN as a 'happy day' and Source B to the 'new hope' raised by the Basic Treaty</li> <li>• The sources agree that Ostpolitik was helping to cement peace in Europe, Source A calling acceptance into the UN as a 'significant step on the road to peace' and Source B referring to the continuing 'work for peace'.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A implies that Ostpolitik has been positive in that it has helped the GDR establish an independent state separate to the FRG – Source B describes this continued division between East and West as 'painful'</li> <li>• Source B implies that Ostpolitik was designed by the FRG in order to help in the eventual 'reunification' of the two Germanys – this sentiment is entirely absent from Source A.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There are some similarities between Sources A and B – both regard Ostpolitik as having improved relations between the GDR and FRG and to have created a more peaceful Europe</li> <li>• The sources strongly disagree about the significance of Ostpolitik for the longer-term relationship between the two Germanys – Source A sees it as having aided the international recognition of a separate and 'socialist' GDR whereas Source B hopes it will result in the 'reunification of the German people'.</li> </ul>	

Question	
<p><b>A5 (c)</b></p>	<p>Extract C suggests that the GDR was successful in establishing itself as an independent country in the years 1969–87.</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 suggests the GDR was becoming recognised as a 'separate' state, participating equally in international life, as a result of being accepted into the UN in 1973</li> <li>• Source B refers to the Basic Treaty in which the FRG acknowledged the GDR as a separate state</li> <li>• Extract C refers to the role of state visits in promoting this separate identity</li> <li>• The GDR fostered a sense of independence at home through the use of the media (e.g. the Black Channel) and abroad by its success in international sport, especially during the 1970s and 1980s.</li> </ul> <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> <li>• Source B provides evidence of the FRG's desire for reunification and refers to the Basic Treaty, which became the foundation for the FRG's attempts to undermine the GDR's independence</li> <li>• Extract C refers to the GDR's economic dependence on the FRG, which became stronger and stronger by the 1980s</li> <li>• Extract C refers to the GDR's political subservience to the Soviet Union exemplified by the Brezhnev Doctrine</li> <li>• The GDR struggled to demarcate itself from the FRG thanks, for example, to the increased contact between its citizens and the influence of Western TV – East Germans still cheered for the West German football team in international competitions.</li> </ul>	

## SECTION B: Breadth Studies in Change

### 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 position of black Americans in the Southern States of the USA in 1809 was similar to the position of black Americans in the Southern States of the USA in 1870.</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>Maximum 3 marks for an answer dealing with only one similarity.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was that although in 1870 the vote was given to black Americans in the Fifteenth Amendment, most were intimidated into still not voting and there was no representation in Congress in 1809 and none at all until 1870</li><li>• A similarity concerned the general welfare and civil rights of black Americans in the South. They continued to be discriminated against in terms of education, employment and the use of public facilities.</li></ul>	

Question	Mark scheme
<p><b>B1 (b)</b></p>	<p>Explain <b>TWO</b> causes of the signing of the Connecticut Compromise (1787).</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>• The Connecticut Compromise was signed to resolve disagreements between the large and small states about representation in the Senate. Without this compromise, there was deadlock over representation</li> <li>• The Connecticut Compromise was part of the policy of ensuring that the Constitution and its Ten Amendments were accepted as the supreme law of the land. Without this compromise, there was a danger of the Constitution not being accepted by all</li> <li>• The Connecticut Compromise was also made to prevent the larger states from forcing the smaller states into accepting the Virginia Plan and to resolve how slaves would count in state population numbers, thus deciding numbers in the House of Representatives.</li> </ul>	

	<b>Mark scheme</b>
<b>B1 (c) (i)</b>	<p>How far did relations between the Southern and Northern States of the USA change in the years 1820–54?</p> <div 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 Missouri Compromise (1820)</li><li>• the Kansas-Nebraska Act (1854).</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 change are:

- There was a gradual decline in the relationship between the South and the North as the agricultural, slave-based economy of the Southern States seemed to be under threat from the Northern States
- Relations were worsened by the acceptance of California into the Union, which was opposed by some Southern States and led to more arguments over slavery
- The Missouri Compromise brought a temporary halt to the arguments in Congress over slavery
- The abolition of slavery in Washington DC damaged relations as it was seen by the Southern States as provocative
- The Kansas-Nebraska Act led both to unrest in Southern States and damaged relations, as they were seen to be contrary to the Missouri Compromise.

Relevant points that suggest continuity are:

- Relations were not good in 1820 and continued to be not good in 1854. One of the reasons was the issue of tariffs, which seemed to protect northern and western trade, but harmed southern
- Slavery was an issue in 1820, as shown by the need for the Missouri Compromise – and it continued to be so as shown by the 1850 Compromise
- Throughout the period there was a constant concern expressed by the South about losing its natural majority in Congress as new states joined the Union.

Question	
<b>B1 (c) (ii)</b>	<p data-bbox="448 304 1206 367">How far did the position of Native Americans in the USA change in the years 1830–77?</p> <div data-bbox="459 405 1123 633" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 416 1059 448">You may use the following in your answer:</p><ul data-bbox="555 456 999 519" style="list-style-type: none"><li data-bbox="555 456 999 488">• the Indian Removal Act 1830</li><li data-bbox="555 488 999 519">• Grant’s Peace Policy.</li></ul><p data-bbox="480 560 1082 591">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 669 1394 732"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 763 1378 864"><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 change are:

- In 1830 Native Americans were still in possession of significant amounts of land in the east and their traditional lifestyle was largely intact. By 1877 the majority were in reservations
- The 1830 Indian Removal Act forced over 100 000 Indians to move west of the Mississippi. The Trail of Tears added to that number. The Indian Appropriations Act reinforced this
- Manifest Destiny brought about a worsening of the position of Native Americans, even west of the Mississippi, as White Americans justified acquiring their land
- Manifest Destiny was part of a general change of the view that Native Americans should be moved to protect their culture to one that they were uncivilised and needed to be controlled
- Grant's Peace Policy attempted to end violence against and abuse of Native Americans, but it actually resulted in a policy to assimilate Indians into White culture and the setting up of schools and churches to make them 'Christian citizens'.

Relevant points that suggest continuity are:

- In 1830 very few Native Americans were citizens of the USA. Despite discussion around granting wider citizenship, this was still the case in 1877
- In 1830 Native Americans were resisting their land being taken away, as witnessed by Tecumseh's War and the 1812 alliance with the British. This was still the case at the end of the period as seen at Sand Creek and Little Big Horn
- In 1830 it was clear in the Indian Removal Act that the American government thought that the Native Americans should be moved from their valuable land. Grant's Peace Policy showed that the view had not changed.

## B2: Changes in Medicine, c1848–c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which blood transfusions in 1905 were different from blood transfusions in 1920.</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 (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 similarity/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 way in which blood was stored. In 1905 blood could not be stored as it clotted, whereas by 1920 blood depots were used to store blood. This was enabled by the use of glucose citrate</li><li>• A difference was the method by which blood was transfused. In 1905 the donor had to be present when the blood transfusion took place. By 1920 indirect transfusion using a syringe and tube had been developed.</li></ul>	

Question	
<b>B2 (b)</b>	<p>Explain <b>TWO</b> causes of improvements in surgery in the years 1860–1905.</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>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>• The development of antiseptics. Lister developed Pasteur’s germ theory and used carbolic acid to clean medical instruments and wounds. This meant that the death rate from infection in surgery dropped</li> <li>• The development of aseptic surgery. Operations were carried out in clean operating theatres, by surgeons in clean clothes in an attempt to prevent microorganisms getting into wounds</li> <li>• The reduction of blood loss. Lister discovered that cat gut could be soaked in carbolic and used to stitch up wounds. It dissolved in the body so did not prevent the body from healing properly, thus improving the success of operations.</li> </ul>	

Question	
<p><b>B2 (c) (i)</b></p>	<p>How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1848–1920?</p> <div data-bbox="459 311 1121 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>• Elizabeth Garrett</li> <li>• the First World War.</li> </ul> <p>You <b>must</b> 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>
<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 she was significant may include:</p> <ul style="list-style-type: none"> <li>• Garrett’s founding of a hospital for women in London showed that women could take a leading role in hospital medicine</li> <li>• Her determination to obtain medical training, by learning French and going to Paris, was an inspiration to others wishing to obtain medical degrees</li> <li>• Garrett, being the first woman allowed to be a member of the BMA, set a precedent for other women to become doctors.</li> </ul> <p>Relevant points that suggest her significance was limited may include the following:</p> <ul style="list-style-type: none"> <li>• Florence Nightingale’s work, including the Nightingale School and her books, highlighted the importance of women in medicine</li> <li>• The government changed the law to allow women to become doctors in 1876</li> <li>• Garrett and other women faced opposition and harassment from other students who tried to prevent them from becoming doctors. After Garrett was admitted to the BMA in 1873, it was 19 years before another woman was allowed to join</li> <li>• The work of Marie Curie in developing radiation and x-rays was a significant scientific breakthrough, helping to improve medical care</li> <li>• The First World War created an opportunity for women to work as medics on the front line, as well as giving them openings to take up vacant roles in hospitals at home. This was a significant development.</li> </ul>	

Question	
<p><b>B2 (c) (ii)</b></p>	<p>How significant was the work of Alexander Fleming in improvements in medical treatment in the years 1920–48?</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>• Alexander Fleming</li> <li>• the NHS.</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 it was significant may include:</p> <ul style="list-style-type: none"> <li>• Fleming discovered that mould could kill bacteria such as staphylococci and that if this mould was diluted it could kill bacteria in living cells without harming them</li> <li>• Fleming’s work led to the development of an antibiotic, which had much significance in the fight against disease</li> <li>• The work of Fleming encouraged other scientists to develop further theories. Florey and Chain followed up on his research by purifying the mould and it soon became possible for large quantities of penicillin to be made.</li> </ul> <p>Relevant points that suggest that significance was limited may include the following:</p> <ul style="list-style-type: none"> <li>• It was Florey and Chain who pursued the mass production of penicillin, going to the USA to gain funding, which allowed further testing of the drug</li> <li>• The Second World War gave an added urgency to the development of penicillin and governments were willing to provide money to support this</li> <li>• The founding of the NHS in 1948 allowed medical treatment to be more readily available to all</li> <li>• The treatment provided by the NHS included access to a wide range of services such as hospitals, dentists, GPs, opticians and maternity care</li> <li>• Research led to the development of new, more successful ways to perform skin grafts and plastic surgery.</li> </ul>	

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

Question	
<b>B3 (a)</b>	<p>Explain <b>TWO</b> ways in which the economy of Japan in 1867 was different from the economy of Japan in 1895.</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 the growth of Japan's textile industry. Under the Meiji there was an industrial revolution that led to mass production of textiles, particularly silk</li><li>• A difference was that with the end of feudalism and the growth in education, Japan moved away from a feudal economy to a more capitalist approach with the development of a banking sector to finance economic growth.</li></ul>	

Question	
<p><b>B3 (b)</b></p>	<p>Explain <b>TWO</b> causes of the Meiji Restoration in 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>• The opening of Japan following the arrival of Admiral Perry created economic problems in Japan and unstable prices. This caused resentment against Tokugawa rulers</li> <li>• The import of cheap foreign products wiped out local cottage industries, causing unemployment and despair. This led to anti-Tokugawa protests, which were exploited by those in favour of the Meiji Restoration</li> <li>• The growth of the money economy led to the rise of the merchant class. As their social and political status was low they wanted to overthrow the government and see reforms.</li> </ul>	

Question	
<p><b>B3 (c) (i)</b></p>	<p>How far did Japanese society change in the years 1853–1919?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the opening up of Japan to the West</li> <li>• the Taisho culture.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <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>
<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 change are:</p> <ul style="list-style-type: none"> <li>• The opening up of Japan led to a glorification of the West with western society no longer seen as barbaric. There was a desire to copy more liberal ideas</li> <li>• Under the Meiji there was a cultural revolution with westernisation of music, art, newspapers, etc., which was very different from society under the Tokugawa</li> <li>• Feudalism came to an end and millions of people found themselves able to choose their occupation and travel as they liked</li> <li>• In the Taisho democracy, Japanese people had more money, more leisure, and better education than ever before. Many lived in cities, met Western influences and so the traditional authority of the extended family declined.</li> <li>• Industrialisation also led to an undermining of traditional values, with a greater emphasis on profit-making, which undermined traditional values, emphasising instead efficiency, materialism, and individualism.</li> </ul> <p>Relevant points that suggest change was limited are:</p> <ul style="list-style-type: none"> <li>• Under the Meiji Japan was still a repressive society. There was no free press or academic freedom</li> <li>• Although the role of women had begun to change, they did not have any political voice in the Meiji period. Nor did they have any legal standing in civil law</li> <li>• During the Taisho democracy the growing influence of the middle classes meant that there was still little opportunity for the lower classes to have any real status. There were government crackdowns against working-class protests.</li> </ul>	

Question	
<b>B3 (c) (ii)</b>	<p>How significant was the world Depression from 1929 in bringing about declining relations between Japan and the West in the period 1919–45?</p> <p>You may use the following in your answer:</p> <p style="padding-left: 40px;">You may use the following in your answer:</p> <ul style="list-style-type: none"><li>▪ Japan's trade with the West</li><li>▪ Manchukuo (1931).</li></ul> <p>You <b>must</b> also use information of your own (16)</p> <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 the world Depression was significant are:

- The Great Depression had a significant impact on Japan's trade with the West. There was an 80 per cent reduction in silk prices, resulting in business collapses and unemployment. This was seen as the fault of the West and created resentment
- The Depression forced Japan into taking aggressive measures against China to gain territory and raw materials
- The Depression led the Americans to adopt policies that provoked the Japanese into actions that destroyed relations, e.g. American tariffs and embargoes provoked the bombing of Pearl Harbour.

Relevant points that suggest that the world Depression was of limited significance are:

- Japan had structural issues, which would inevitably lead to conflict. It had a growing population and a shortage of raw materials. It was these factors that led it into conflict with the West over China
- Japan had an anti-Western group in the early twentieth century who did not want the country to rely on the West for trade, especially raw materials
- Nationalists in Japan believed that the West was decadent and wanted as little contact as possible. They issued propaganda to convince the Japanese people that westernisation was wrong. Such views led to anti-Western attitudes
- The occupation of Manchukuo led to worsening relations with the West
- Poor relations with the West pre-dated the Great Depression. The Japanese felt that they were being treated as second class citizens – as seen at the Washington Conference.

#### **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 Chinese Communist party in 1926 was different from the position of the Chinese Communist party in 1935.</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 similarity/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 1926 the Communist Party was in an agreement with the Guomindang and they were working together on the Northern Expedition. In 1935 the Communists were fleeing from the Guomindang's White Terror and were under threat</li><li>• A difference was that in 1926 the Communists were a very strong organisation with hundreds of thousands of members. By 1935 they had been seriously weakened by Guomindang attacks and only 10 000 Communists survived the Long March.</li></ul>	

Question	
----------	--

**B4 (b)**

Explain **TWO** causes of the 1911 Revolution.

**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 (causation).

**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:

- There had been a failure of political reforms in the years up to 1911. The domination of the Manchus and the limits placed on the provincial assemblies caused resentment
- At this time there was a spread of revolutionary ideas and western-educated Chinese, such as Sun Yat-sen, brought republicanism and nationalism back from the West. This created opposition to the government
- In the 'Double Tenth', soldiers in Wuhan began a mutiny that spread to other provinces.

**Question**

**B4 (c) (i)**

How far did the way in which China was governed change in the period 1949–78?

You may use the following in your answer:

- the Communist victory, 1949
- the Gang of Four.

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 change are:

- In 1949 the Communists won the Civil War. China was then governed according to a new ideology, communism. The old ruling elite were removed and replaced with Communist sympathisers
- China became a democratic country. Every adult had the right to vote and elections were held across China
- The failure of the Great Leap Forward reduced Mao's authority. His Communist principles were watered down by 'revisionists', such as Liu and Deng, who encouraged private trade and ownership
- The Cultural Revolution restored Mao's authority and revisionists were expelled from government positions
- After the fall of the Gang of Four, Deng was confirmed as supreme leader in 1978. He was less of a hard-line Communist and the government became more reforming and modernist, as seen in changes in industry and agriculture.

Relevant points that suggest change was limited are:

- Government remained repressive. Guomindang supporters were sent to re-education camps. The 1951 Thought Reform Campaign cracked down on intellectuals
- The democracy was a sham. The Communist Party was the only one allowed to put up candidates in elections. Later Deng rejected democracy as unnecessary because the people had an enlightened government to rule for them
- The Gang of Four took power after the death of Mao in 1976 and seemed to return China to the repressive political conditions of the later 1960s. This showed how little real change there had been under Mao.

Question	
<p><b>B4 (c) (ii)</b></p>	<p>How far did the lives of Chinese peasants change in the period 1950–89?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• collectivisation</li> <li>• the 'one-child policy'.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <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>
<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 change are:</p> <ul style="list-style-type: none"> <li>• The Agrarian Reform Law changed the lives of the peasants significantly. Previously they had been tenants on the landlord's land. Now they owned the land</li> <li>• Collectivisation made life more difficult. In 1958 there was a famine, which resulted in 50 million deaths in China</li> <li>• Life for female peasants changed. Arranged marriage was banned, there was equal access to divorce and woman could own property</li> <li>• The Marriage Law in 1979 introduced a one-child policy. This led to female infanticide and abortion and much smaller families than previously</li> <li>• Under Deng there was a change in agricultural policy to the household responsibility system. This gave peasants more say in what they produced.</li> </ul> <p>Relevant points that suggest that change was limited are:</p> <ul style="list-style-type: none"> <li>• For many peasants life did not change significantly, even under collectivisation. In some areas, richer peasants bought up land and hired other peasants to work on that land.</li> <li>• Life continued to be influenced by matters beyond human control. There were frequent floods in the south or droughts in the north that led to famine and hardship</li> <li>• In remote rural areas there was little change as local rivalries and politics ensured that the peasants remained the poorest members of society and reform was blocked by self-interest.</li> </ul>	

**B5: The changing roles of international organisations: the league and the UN 1919–c2011**

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the Council of the League of Nations was different from the Security Council of the United Nations.</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 similarity/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 frequency of meetings. The Council met four to five times a year and in a crisis. The Security Council was in permanent session</li><li>• A difference was the ability to use force. The Council of the League could not use military force, whereas the Security Council of the UN could recommend to the membership deployment of troops from member states.</li></ul>	

Question	
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the United Nations' involvement in the Congo (1960–64).</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>• The Congo was ill-prepared for independence. The Belgians handed over power to an inexperienced government elected the week before independence was granted. This government struggled to maintain control when trouble broke out in the country</li> <li>• The Congolese army mutinied and could not operate effectively. This increased the violence and weakened the government further, leading Lumumba to ask the UN to intervene to restore order</li> <li>• The UN became further involved as a civil war became inevitable. The increasing violence and lack of governance, with the further complication of mercenaries, led the UN to use force to restore order.</li> </ul>	

Question	
<b>B5 (c) (i)</b>	<p>(i) How significant was the crisis in Manchuria in the changing ability of the League of Nations to maintain peace in the years 1919–39?</p> <div data-bbox="459 347 1123 539" 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 of Nations</li><li>• Manchuria (1931–33).</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 indicate significance may include:

- Before 1931, the league had largely managed to keep the peace and had managed potential crises effectively, e.g. Aaland Islands (1920) and Corfu (1923)
- 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
- The failure of the league to deal effectively with Japan damaged its reputation, leading to nations returning to traditional methods of diplomacy
- The actions that the League of Nations could take did not deter aggressors. Japan merely left the league and suffered no consequences, leading to other nations not being concerned about the consequences of aggressive actions.

Relevant points that indicate limited significance as a turning point 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
- The Abyssinia crisis showed 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
- Hitler's actions in rearming, and the Rhineland, 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 data-bbox="456 248 1350 309">ii) How far did the United Nations' role in the promotion of human rights change in the years 1946–c2011?</p> <div data-bbox="456 347 1123 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1059 389">You may use the following in your answer:</p><ul data-bbox="520 400 986 461" style="list-style-type: none"><li data-bbox="520 400 986 430">• the Human Rights Commission</li><li data-bbox="520 432 986 461">• Bosnia (1992–95).</li></ul><p data-bbox="480 512 1078 542">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 589 1394 649"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 680 1378 781"><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 which suggest that there was a change may include:

- Initially, the Commission on Human Rights defined human rights and recommended good practice, but from 1967 it set out to investigate and publicly condemn violations of human rights.
- The Bosnian war was a war of identity, which led to attacks on large numbers of civilians. The idea of 'safe areas' was developed, such as Srebrenica
- The UN allowed the use of force to protect the human rights of people, for example allowing NATO to bomb the Serbs after the Srebrenica massacre
- The UN summit of 2005 agreed that, if a country did not protect the human rights of all its people, then the UN could take action
- In Sudan, the UN worked alongside the African Union in a joint operation, UNAMID, to maintain peace and protect humanitarian relief efforts.

Relevant points which suggest that the change was limited may include:

- The aims of the UNHCR remained the same: to promote and encourage respect for human rights for all, identify, research and monitor human rights abuses, provide assistance to governments
- The UNHCR continued to help refugees return home and deliver humanitarian relief, e.g. Namibia and Bosnia
- UNCIVPOL's work developed and became more significant due to the UN taking a more active role in building peace within nations. UNCIVPOL was important in Namibia and Mozambique, for example.

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

Question	
<b>B6 (a)</b>	<p>Explain <b>TWO</b> ways in which the arms race in the years 1945–60 was different from the arms race in the 1980s.</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 (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 similarity/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 idea of deterrent. MAD in the 1950s encouraged both sides to build up their weapons in order to act as a deterrent. In the 1980s, the SDI proposal would create an umbrella, which would prevent Russian missiles reaching their target</li><li>• A difference was the attitude towards nuclear weapons. Between 1945 and 1960 weapon stocks were built up, whereas in the 1980s several talks took place to limit the weapons that each side could have.</li></ul>	

Question	
----------	--

<b>B6 (b)</b>	<p>Explain <b>TWO</b> causes of the use of unmanned land vehicles in Iraq and Afghanistan in the years 2003–11.</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 reason was to stop troops being killed. The opposing troops were not in uniform and the desert terrain in both countries and the mountains of Afghanistan were difficult, so conventional tactics were not effective
- Robots were used to do surveillance and bomb disposal, particularly to neutralise IEDs and roadside bombs
- UMLVs were introduced to attack enemy targets in hard-to-reach areas. In Afghanistan, tank-like vehicles were deployed in caves to search for booby traps and hidden weapons.

<b>Question</b>	
-----------------	--

**B6 (c) (i)**

How significant was Blitzkrieg in developments in warfare on land in the years 1939–2000? You may use the following in your answer:

- Blitzkrieg in the Second World War
- guerrilla warfare in Vietnam.

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

**Targets: A01 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**A02 (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 it was significant may include:

- Blitzkrieg tactics developed by the Germans allowed for fast advances, making warfare extremely mobile
- Blitzkrieg was important as it underlined the key role of effective communications
- Blitzkrieg tactics were also used effectively in the Six Day War, allowing the Israelis to gain a quick victory.

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

- Blitzkrieg was not always an effective tactic and it relied, for its success, on the terrain. This was evident in the German failures on the Eastern Front
- The nuclear arms race had a significant impact on land warfare with MAD leading to asymmetric warfare
- Asymmetric warfare led to guerrilla tactics having a great impact on the development of land warfare, causing defeat for the USA in Vietnam and the USSR in Afghanistan
- Troops on the ground were significantly impacted by the precision use of surface-to-surface missiles, e.g. in the Sinai in the War of Yom Kippur
- Deep warfare, as evident in the First Gulf War, did not just damage the front lines but was effective in destroying command and control centres, which damaged the ability of the troops to operate effectively.

Question		
<p><b>B6 (c) (ii)</b></p>	<p>How significant were nuclear submarines in developments in sea warfare in the years 1939–2000?</p> <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>• nuclear submarines.</li> </ul> <p>You <b>must</b> also use information of your own.</p>	
<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 suggest that it was significant may include:

- The development of nuclear submarines in the 1950s gave submarines the ability to attack both land and sea targets with a variety of weapons, e.g. the use of Tomahawk cruise missiles in the First Gulf War (1991)
- Nuclear submarines developed sea warfare because they could stay underwater indefinitely and had greater speed and stealth making them more difficult for the enemy to locate
- The Falklands showed the importance of nuclear submarines, e.g. the sinking of the Belgrano, which led to the Argentine fleet returning to port as it had no effective defence against submarine attack.

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

- Sea warfare was changed little in the period, despite the introduction of nuclear submarines. The sinking of the Belgrano in the Falklands was very similar to U-boat attacks in the Second World War
- Aircraft were very important in sea warfare and created the need for aircraft carrier development
- Aircraft carriers were used very effectively in the Pacific War (1941–45). In the Battle of Midway (1942), the Americans secured control of the sea after sinking three Japanese aircraft carriers and allowing the US to begin island hopping
- Aircraft carriers played a crucial role in the Falklands War (1982), protecting the landings of the British troops on the islands
- Supercarriers, which can displace 75,000 tonnes or more, have become the pinnacle of aircraft carrier development. Some are now powered by nuclear reactors, allowing greater range and time at sea.

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

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the recommendations of the Peel Commission (1937) were similar to the proposals in the UN partition plan (1947).</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 (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 similarity/difference.</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 way Jerusalem was dealt with. In both cases, control of Jerusalem was taken away from both Arabs and Jews. The Peel Commission gave it special status as a mandate and the UN partition plan made it an international zone</li><li>• A similarity was the reactions they provoked. After the Peel Commission, the Arab revolt occurred and the UN partition plan was seen as unfair and violence broke out.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the increase in Jewish immigration into Palestine in the years 1917–46.</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>• The Balfour Declaration said that the British would look favourably on Zionist plans to establish a home for Jews in Palestine, thus encouraging migration</li> <li>• The Jewish Agency encouraged immigration by helping with practical support for new immigrants, such as buying land and schooling</li> <li>• Many German Jews began moving to Palestine to escape from Nazism and Hitler's anti-Semitic policies. This increased significantly as a consequence of the Holocaust and the defeat of Germany.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p data-bbox="456 253 1342 315">How significant was the involvement of the USSR in the changing relationships between Israel and Egypt in the years 1956–78?</p> <div data-bbox="456 327 1123 555" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 338 1059 365">You may use the following in your answer:</p><ul data-bbox="555 376 1023 439" style="list-style-type: none"><li data-bbox="555 376 906 403">• the Suez Crisis (1956)</li><li data-bbox="555 409 1023 439">• the War of Yom Kippur (1973).</li></ul><p data-bbox="480 483 1078 510">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 591 1394 654"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 685 1378 786"><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 it was significant may include:

- The USSR provided fighter planes and military advisers to Egypt in the 1950s and helped to finance the Aswan Dam and supported Egypt in the Suez Crisis. Its involvement gave Egypt a powerful backer
- The USSR told Nasser that Israel was massing troops on the Syrian border in May 1967, which led to Nasser taking a strong stance and closing the Straits of Tiran. His actions led to Israel beginning the Six Day War
- In return for setting up an air defence system, the USSR was allowed to keep military bases in Egypt after the Six Day War, which led to heightened tension and an increase in American support for Israel
- The USSR and the USA both put pressure on their allies to accept an end to the War of Yom Kippur, as they feared a wider escalation of the conflict.

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

- The USA had a large influence on Israel. The financial and military backing of the USA leading up to the Six Day War encouraged Israel to take action over the Straits of Tiran
- After the War of Yom Kippur, the Arab nations realised that they could use oil as a weapon against the West, rather than the threat of Soviet involvement, which put pressure on the West to encourage Israel to enter peace talks
- The leaders of Israel and Egypt played a central role in the changing relationships, with Sadat and Begin beginning peace talks in the 1970s
- In the 1970s the USA had a greater influence on trying to promote peace in the Middle East, using shuttle diplomacy and in the Camp David Agreements.

Question	
<p><b>B7 (c) (ii)</b></p>	<p>How significant was Arafat in the search for peace in the Middle East 1973–2012?</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 Camp David Agreements</li> <li>• the Oslo Accords.</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 it was significant may include:</p> <ul style="list-style-type: none"> <li>• Arafat made a key speech to the UN in 1974, which led to the PLO having observer status, thus enabling it to contribute to discussions about the future of Palestine</li> <li>• Arafat’s speech to the UN in December 1988 saw him renounce terrorism and call for negotiations with Israel. This led to the USA putting pressure on Israel to open negotiations for peace, though they resisted this</li> <li>• Arafat took a key role in the Oslo Accords and the search for peace. The immediate consequences of the agreements led to him becoming president</li> <li>• Arafat realised he needed to negotiate for peace with Israel after losing the support of the USSR at the end of the Cold War.</li> </ul> <p>Relevant points that suggest that significance was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The USA took a major role in trying to bring peace to the region in the 1970s with shuttle diplomacy, leading to the Camp David Agreements and the Treaty of Washington</li> <li>• Arafat damaged his reputation by supporting Saddam Hussein in the First Gulf War, thus lowering his bargaining power with Israel</li> <li>• The end of the Cold War allowed the USA and the USSR to more actively sponsor peace talks for the region, which led to the Oslo Accords of 1993 and 1995</li> <li>• Arafat was unable to stop terrorist attacks on Israel after Oslo, and the peace process ground to a halt. His failure to control more extreme groups weakened his position.</li> </ul>	