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Mark Scheme

Summer 2019

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

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## General Marking Guidance

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

## Generic Level Descriptors for Paper 2

### SECTION A Question (a)

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

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

### Section A: Question (b)

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

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

## Section A: Question (c)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• 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 its justification is insecure or undeveloped and a line of reasoning is not sustained.</li></ul>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</li><li>• Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</li><li>• Relevant contextual knowledge is used directly to support the evaluation.</li><li>• An overall judgement is given with some justification and a line of reasoning is generally sustained.</li></ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement.</li><li>• Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.</li><li>• Relevant contextual knowledge is precisely selected and used directly to support the evaluation.</li><li>• An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li></ul>

### Section B Question (a)

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

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

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

### Section B: Question (b)

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

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

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

## Section B: Question (c)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li></ul> <p><b>Maximum 6 marks for Level 2 answers that do not 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>
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## SECTION A: Historical Investigation

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

Question	Mark scheme
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Triple Alliance <b>OR</b> the Bosnian Crisis (1908–09).  <b>Target: 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 Alliance:</p> <ul style="list-style-type: none"><li>• The Triple Alliance was a treaty between Germany, Austria-Hungary and Italy – it lasted until the outbreak of the First World War</li><li>• The Triple Alliance provided that each party would give military support to the others in the event of war.</li></ul> <p>For example, for the Bosnian Crisis (1908–09):</p> <ul style="list-style-type: none"><li>• The Bosnian Crisis occurred when Bosnia was annexed by the Austro-Hungarian Empire in 1908 – this was opposed by Serbia, which claimed that Bosnia was rightfully theirs</li><li>• The Bosnian Crisis almost sparked war in Europe because Russia made clear its support for its Serbian allies against Austria – however, Russia began to back down when Austria secured the support of Germany.</li></ul>	

Question	Mark scheme
<b>A1 (b)</b>	<p>How far does Source A support the evidence of Source B about the Battle of Jutland? 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 the British fleet was substantial – Source B calls it 'much stronger' and a 'superior' force while Source A refers to the appearance of 'our main fleet'</li> <li>• The sources agree that the British fleet incurred significant losses at Jutland – Source A refers to these losses as 'heavy' and Source B also implies this ('several times greater')</li> <li>• The sources agree that the German fleet incurred losses – Source A states that it was 'severely damaged' while Source B admits the loss of 'several of our ships and many brave sailors'.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B claims that Jutland was a German victory proving that its fleet could overcome the British in battle – however, Source A states that the Germans avoided 'prolonged battle' and makes no reference to victory or defeat.</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 a major battle has taken place, both admitting losses and both claiming to have inflicted serious damage on the opposition</li> <li>• The sources strongly disagree about the outcome of the battle – Source B claims a German victory of some significance while Source A implies that the Germans simply retreated to port in the face of superior forces.</li> </ul>	

Question	Mark scheme
<p><b>A1 (c)</b></p>	<p>Extract C suggests the German navy did not pose a threat to Britain in 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 the British navy inflicted serious losses on the Germans at Jutland and implies that it was forced to retreat
- Source B concedes the losses of several ships, the damage to others and the deaths of many German sailors
- Extract C refers to Britain's naval superiority for much of the war and claims that the German navy was unable to prevent the movement of allied troops and the blockade of German ports
- Britain's long-standing naval supremacy and the scale of its pre-war spending meant Germany's navy was significantly out-gunned – Jutland was one of the few occasions it tempted the British fleet into battle but it did not alter the *status quo*.

Relevant points which counter the view may include:

- Source A indicates that Germany's fleet was able to inflict serious damage on the British at sea
- Source B claims that the British losses at Jutland were significant suggesting that the German navy did pose a threat to Britain
- Extract C indicates that the German fleet was superior in certain aspects, e.g. superior gunnery and ship design
- Though the Germans failed to break Britain's naval supremacy during the war, the successful raids on coastal towns in 1914 and 1915 undoubtedly affected British morale while the U-boat fleet inflicted major disruption on the British war effort.

## 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 <i>Potemkin</i> Mutiny <b>OR</b> the influence of Rasputin.  <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 <i>Potemkin</i> Mutiny:</p> <ul style="list-style-type: none"><li>• The mutiny on the battleship <i>Potemkin</i>, based in the Black Sea, began in June 1905. Crew members killed 18 of their officers and took control of the ship themselves</li><li>• The Tsar ordered several battleships to confront the <i>Potemkin</i>; they all failed to stop it escaping to safety in Romania.</li></ul> <p>For example, for the influence of Rasputin:</p> <ul style="list-style-type: none"><li>• Rasputin had a strong influence on the Tsar and Tsarina. They believed he possessed mystical qualities, essential to the survival of their son and heir, Alexei</li><li>• Rasputin influenced the conduct of government. He is alleged to have used his influence over the Tsarina in the appointment and sacking of several government ministers.</li></ul>	

Question	Mark scheme
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the reasons for the Kornilov Revolt? 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:

- The sources agree that a reason for the Kornilov Revolt was to replace the Provisional Government, Source A referring to the need to 'remove it' and Source B to the decision to 'overthrow it by force'.

Points of difference may include:

- Source A suggests that Kornilov is acting to save Russia from defeat by Germany ('the Provisional Government...is assisting the Germans') whereas Source B states that his plot would 'only help the Germans'
- Source A states that Kornilov is acting only in the interests of the 'salvation of Russia' whereas Source B suggests Kornilov is being encouraged by the 'rich and powerful' and acting in their interests
- Source A states that the Kornilov Revolt would eventually lead to 'elections' whereas Source B states that Kornilov's purpose was to 'reverse the results of the February Revolution' and establish a 'personal dictatorship'.

Points regarding extent may include:

- Both Source A and Source B agree that the Kornilov Revolt aimed to overthrow the Provisional Government
- The sources strongly disagree about Kornilov's reasons, Source A implying that he was an enlightened patriot, whereas Source B implies that he was a reactionary, only interested in establishing a dictatorship.

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

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A states that the Provisional Government was acting 'under pressure' from the Bolsheviks, suggesting that they were a force in Russian politics in 1917
- Extract C refers to the self-confidence and 'ruthlessness' of the Bolsheviks and their dedication to bringing about a revolution in Russia
- Lenin's leadership, e.g. the April Theses and his drive for a second revolution, and also Trotsky's organisational skills, were key to the overthrow of the Provisional Government.

Relevant points which counter the view may include:

- Both Sources A and B and Extract C, refer to the fact that Russia was at war with Germany, a major reason for the decline in popularity of the Provisional Government
- Both Sources A and B refer to the Kornilov Revolt, which seriously weakened the Provisional Government
- Source B suggests that the Provisional Government lacked the support of some of the most influential in Russia as well as powerful elements in the army
- Extract C states that the Provisional Government was 'unsure of its own authority', a result of its lack of electoral legitimacy
- The Provisional Government had to share power with the St Petersburg Soviet and made crucial mistakes both in its conduct of the war and in its programme of reform, all of which contributed to its overthrow.

### A3: The USA, 1918–41

Question	Mark scheme
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> mass production <b>OR</b> The Tennessee Valley Authority.</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 mass production:</p> <ul style="list-style-type: none"><li>• Mass production introduced conveyor belt techniques. Henry Ford used it in his factories. Huge numbers of identical cars were produced and the process brought down prices</li><li>• Mass production was used across a wide variety of industries and involved the use of assembly lines and division of labour. Each worker did the same task over and over again and became very efficient.</li></ul> <p>For example, for the Tennessee Valley Authority:</p> <ul style="list-style-type: none"><li>• This was an example of a New Deal measure to revive the economy and create work. It built a series of dams that could create hydro-electricity and bring greater commerce to the region</li><li>• It was an example of how the New Deal used federal powers. The river ran across seven states and the new scheme was only possible because it was coordinated by central government.</li></ul>	

Question	Mark scheme
<p><b>A3 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the impact of prohibition?</p> <p>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>• Sources A and B agree there was an increase in criminality. Source A says a criminal business has been created. Source B says that there was an increase in murder and other crimes</li> <li>• Sources A and B agree that prohibition was being undermined by finding other ways to get alcohol. Source A talks about illegally imported alcohol and Source B mentions bootlegging.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Sources A says that prohibition has created criminality, but Source B says that the criminals already existed. They just switched the area they operated in</li> <li>• Source A says prohibition has created a contempt for the law. Source B says it has led to more obedience of the law.</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 with both mentioning that during the time of prohibition there was criminality</li> <li>• The sources strongly disagree about the impact on society. Source A emphasises the negative impact, whereas Source B sees prohibition as a force for good.</li> </ul>	



Question	Mark scheme
<p><b>A3 (c)</b></p>	<p>Extract C suggests that prohibition did enormous damage to American society.</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 prohibition harms the morals of young and old and corrupts politicians</li> <li>• Source B says that there has been an increase in murder, manslaughter and theft. So that is doing society harm</li> <li>• Extract C says that people were finding ways around prohibition, even at the White House. This damaged respect for the law and was harmful to society</li> <li>• Prohibition meant that industries that made alcohol had to close down. This created unemployment for people previously working in brewing. Some farmers also suffered.</li> </ul> <p>Relevant points to counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source B says that prohibition led to more people obeying the law and more respect for morality and religion. This suggests prohibition improved society</li> <li>• Source B says that prohibition did not make any difference to crime. The criminals already existed, they just moved to the alcohol trade</li> <li>• There is a suggestion in Source B that prohibition had a positive impact, but that this was not reported in the press</li> <li>• Many women's groups, such as the Anti-Saloon League of America, had supported the introduction of prohibition because of domestic violence and poverty created by drink. This did decline after it became harder to get alcohol.</li> </ul>	

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

Question	Mark scheme
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Gulf of Tonkin incident (1964) <b>OR</b> the fall of Saigon (1975).  <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 Gulf of Tonkin incident (1964):</p> <ul style="list-style-type: none"><li>• The Gulf of Tonkin incident was a clash between an American warship, gathering intelligence information off the North Vietnamese coast, and North Vietnamese patrol boats during which there was a brief exchange of fire</li><li>• President Johnson used the Gulf of Tonkin Incident to persuade Congress to pass the Gulf of Tonkin Resolution, which said that the US would take all necessary measures to repel an armed attack.</li></ul> <p>For example, for the fall of Saigon (1975):</p> <ul style="list-style-type: none"><li>• Saigon was left largely undefended when President Thieu ordered his generals to withdraw to coastal cities in the face of the North Vietnamese advance, prompting a chaotic retreat</li><li>• The fall of Saigon to North Vietnamese troops in April 1975 was the final defeat of the South Vietnamese army and followed the withdrawal of US troops from Vietnam in 1973.</li></ul>	

Question	Mark scheme
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about anti-war protests in the USA? 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 the following:

- The sources agree that anti-war protests had significant support – Source A refers to a crowd of 50 000 marching 'all afternoon' while Source B describes a 'big crowd' and suggests it was large enough to occupy large numbers of troops
- The sources agree that anti-war protests could occasion violence – Source A describes opposition punching the protesters while it is clear from Source B that the protest led to bloodshed.

Points of difference may include:

- Source A indicates that the violence was inflicted on the anti-war protesters by those who supported the war while Source B implies that the violence resulted from the aggression of the anti-war protesters themselves
- Source A suggests that the object of the protesters was merely to demonstrate opposition by attending a rally of anti-war speakers – Source B suggests a more vigorous and radical form of protest targeted directly at the US military.

Points regarding extent may include the following:

- There are some similarities between Sources A and B concerning the size of the support for anti-war protests and the fact that they could lead to violence
- The sources strongly disagree about the nature of the anti-war protests – Source A suggests that that they merely sought to advertise their opposition whereas Source B suggests a much more angry and radical opposition.

Question	Mark scheme
<p><b>A4 (c)</b></p>	<p>Extract C suggests that the anti-war protest movement in the USA failed to gain the support of most American people.</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 the following:

- Source A and Extract C both indicate that there was considerable support for the war in the USA throughout the 1960s despite the anti-war movement
- Source A and Extract C both indicate that the opponents of the war were easy to characterise as young and naive or as traitors
- Source B evidences the violence associated with the anti-war movement, which alienated many, and suggests that it failed to make an impact among many
- Many Americans strongly believed that, as the leader of the free world, it was the USA's duty to support South Vietnam against communism and saw any criticism of the war as giving succour to America's Cold War enemies in the USSR and China.

Relevant points which counter the view may include the following:

- Sources A and B indicate that there was considerable support for the anti-war movement indicating that it did have an impact
- Source B is evidence of the identification of the US military as a target – this suggests that the anti-war movement was able to motivate many to challenge the conduct of key institutions in the USA
- Extract C shows how support for the war was falling in the late 1960s perhaps as a result of the impact of the anti-war movement
- Opposition to the war did have increasing support even beyond students and the young – the escalation of the conflict into Laos and Cambodia, graphic TV pictures and the testimonies of veterans all appeared to confirm that its criticisms were valid.

## A5: East Germany, 1958–90

Question	Mark scheme
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the New Economic System <b>OR</b> the importance of sport in the GDR.  <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 New Economic System:</p> <ul style="list-style-type: none"><li>• The New Economic System was a policy of the GDR government that differed from the central planning model used by communist states – it was an attempt to boost economic growth and compete with the FRG</li><li>• The NES introduced greater decision making by managers in each factory, especially concerning pay and bonuses – it was dropped in 1965 following a visit to the GDR by the new leader of the USSR, Leonid Brezhnev.</li></ul> <p>For example, for the importance of sport in the GDR:</p> <ul style="list-style-type: none"><li>• The GDR used sport in order to boost the nation's health and improve productivity in the workplace – the school curriculum heavily promoted sport and over three million East Germans were members of sports clubs by 1982</li><li>• The leaders of the GDR saw sport as a key means of promoting national pride and demonstrating the virtues of the communist system to the West – East Germany won increasing numbers of medals at the Olympics of the 1970s and 80s.</li></ul>	

Question	Mark scheme
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about the opening of the border between East Germany and West Germany in 1989? 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:

- The sources agree that change occurred quickly following the opening of the border – Source A describes events that took place 'almost overnight' while Source B says 'the weekend after' they visited West Berlin and left permanently within weeks
- The sources agree that the changes that took place were highly significant for the GDR – Source A refers to the availability of Western newspapers and alterations to the school syllabus while Source B states that citizens were allowed to leave quickly
- The sources agree that the contrast between life in East and West became clear on the opening of the border – Source B describes the 'colour' on the streets of West Berlin while Source A notes the sudden appearance of previously unattainable goods.

Points of difference may include:

- Source A describes life for those who remained in the GDR following the opening of the borders while Source B concentrates on those that were eager to leave ('the traffic was heavy'), and did leave quickly ('three weeks').

Points regarding extent may include:

- There are some differences between Sources A and B – Source A focuses on how life in the GDR changed after the borders opened while Source B concerns mainly the attractions of life in the West and the desire to leave the GDR despite these changes
- The sources strongly agree about the immediate and significant impact of the opening of the borders on the lives of those who lived in the GDR – both sources indicate that their way of life of 28 years changed quickly and enormously.

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

### Marking instructions

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

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

### Indicative content

Relevant points which support the view may include the following:

- Extract C indicates that Gorbachev's example encouraged change in other Eastern Bloc countries, which 'threatened the GDR's stability'
- Extract C indicates that Gorbachev's 'influence' was crucial in blocking the arrest of protesters, undermining Honecker– this prompted the irrevocable change in the GDR, as seen in Sources A and B
- *Glasnost* and *perestroika* were an admission that the Soviet model had failed and that the USSR could no longer prevent change in Eastern Europe – Gorbachev's visit to East Berlin in October 1989 encouraged reform and helped hasten the GDR's end.

Relevant points which counter the view may include the following:

- Sources A and B refer to the goods and 'colour' of the West, which were missing from the East, suggesting that a failure to produce consumer goods in the GDR was a key reason for the discontent of the people
- Extract C notes the 'long-term problems' that hampered the ability of the GDR to survive this crisis
- Sources B and Extract C refer to the departure of many East Germans to the West when the opportunity arose
- Extract C refers to the large-scale dissent, which grew quickly in 1989 and placed enormous pressure on the regime
- Honecker was often absent, ill, ideologically inflexible, and unable to handle such fast-changing events – his successor, Krenz, was no more capable and his shambolic handling of the opening of the Berlin Wall virtually guaranteed the end of the GDR.

## 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 government of the USA after the Connecticut Compromise (1787) was different from the government of the USA before the Connecticut Compromise.</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 how the USA was governed. Before the Connecticut Compromise the USA had been governed by the Act of Confederation; after the Compromise, it was governed according to a new framework embodied in the US Constitution</li><li>• A difference was that before the Connecticut Compromise there had been no formal governing institutions; after the Compromise there was a Senate and House of Representatives.</li></ul>	



Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of the disagreements between Federalists and Anti-federalists in the years 1787–89.</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>• Federalists wanted to support the Constitution, but Anti-federalists believed the Constitution granted too much power to central government</li> <li>• Federalists wanted national control of finances with a national bank and tariffs; Anti-federalists opposed this</li> <li>• The disagreements over the Constitution led to proposals for a Bill of Rights with amendments to the Constitution; the Federalists opposed these proposals.</li> </ul>	

Question	Mark scheme
<b>B1 (c) (i)</b>	<p>How far did the position of black Americans in the USA change in the years 1850–77?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>▪ the Kansas-Nebraska Act (1854)</li> <li>▪ the Freedmen’s Bureau (1865).</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 change are:

- The Compromise of 1850 prohibited the slave trade in Washington DC
- The 13th Amendment formally brought about the emancipation of the slaves in the USA
- The establishment of the Freedman’s Bureau made available advice on employment and education and helped set up schools
- The 1866 Civil Rights Act gave citizenship to all those born in the USA regardless of colour.

Relevant points that suggest change was limited are:

- The Kansas-Nebraska Act gave the two territories the right to decide if they wanted slavery. Previously, the Missouri Compromise had banned it in states north of latitude 36 degrees N
- The 1857 Dred Scott case showed how few rights there were for black Americans. Although Scott lived in a free state, he was bound by the laws of his original slave state
- The 13th Amendment ending slavery was undermined in the South by the passing of Black Codes by individual states to restrict the rights of black Americans
- The Compromise of 1877 ended Reconstruction and the promises of Southern states to protect the civil and political rights of black Americans were not kept. There was widespread disenfranchisement of black voters in the South.

Question	Mark scheme
<p><b>B1 (c) (ii)</b></p>	<p>How far was the Civil War (1861–65) the key turning point in relations between the Southern and Northern States of the USA in the years 1850–77?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>▪ the Compromise of 1850</li> <li>▪ the Civil War (1861–65).</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 it was the key turning point are:</p> <ul style="list-style-type: none"> <li>• The Civil War was highly significant because it led to open conflict between the Southern and Northern States</li> <li>• The bitterness created during the fighting and the damage caused to the South resulted in a legacy of ill-feeling</li> <li>• The victory of the North led to Reconstruction and the imposition of 'Northern values' on the South.</li> </ul> <p>Relevant points that suggest it was not the key turning point are:</p> <ul style="list-style-type: none"> <li>• The Compromise of 1850 was an important event, as it left the Southern States resentful that they had been forced to make compromises in order to win approval for the Fugitive Slave Act</li> <li>• The decline in the percentage of seats held in the House of Representatives was significant. The percentage of seats in Southern states dropped to 38 per cent in 1861 and left the South wary of the North enforcing its will on them</li> <li>• The Reconstruction Acts of 1867 were highly significant in changing relations. They led to the establishment of military districts and an army of occupation in the South – severely damaging relations</li> <li>• The 15th Amendment damaged relations as many of the Southern states believed it was aimed at reducing the Democrat power base</li> <li>• The 1877 Compromise gave the Southern States greater freedom to control their own civil rights arrangements.</li> </ul>	

## B2: Changes in medicine, c1848–c1948

Question	Mark scheme
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which the role of women in medical care during the First World War was similar to the role of women in medical care during the Second World War.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (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 women working as nurses at the front. In the First and Second World Wars qualified nurses and volunteers went out to the front</li><li>• A similarity was that in both wars there was a greater need for female doctors to work in hospitals at home to fill the gaps left by male doctors who had to go to the front.</li></ul>	

Question	Mark scheme
<b>B2 (b)</b>	<p>Explain <b>TWO</b> causes of the introduction of the National Health Service (NHS) in 1948.</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 Beveridge Report led to the Labour Government of Attlee announcing the desire to introduce a Welfare State to address Beveridge's 'Five Giants'. The NHS was part of this</li> <li>• During the Second World War children had been evacuated from cities and many people began to see the poverty many people lived in. This led to people wanting to create a 'New World' with better conditions for all</li> <li>• During the Second World War the Emergency Medical Service was created as there was a need to organise hospitals and medical staff to deal with the large numbers of casualties. This meant that there was a precedent for a national healthcare system.</li> </ul>	

Question	Mark scheme
<p><b>B2 (c) (i)</b></p>	<p>How far were scientific discoveries responsible for changes in public health provision in the years 1848–75?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Pasteur’s germ theory (1861)</li> <li>• the Public Health Act (1875).</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 support the given factor may include the following:</p> <ul style="list-style-type: none"> <li>• John Snow’s research in 1854 proved the link between cholera and infected water, which led to pressure on parliament, local government and water companies to improve water supplies</li> <li>• Pasteur’s germ theory led to a better understanding of what caused disease. People began to accept that disease could be passed through polluted water so there was pressure to act. This led to the Public Health Act of 1875</li> <li>• As a result of the work of Pasteur, there was a new understanding about microorganisms and how diseases spread, which helped to encourage other developments such as sewage systems.</li> </ul> <p>Relevant points that challenge the given factor may include the following:</p> <ul style="list-style-type: none"> <li>• Despite scientific discoveries such as Pasteur’s it took a long time for people to accept new ideas. This prevented progress in public health provision</li> <li>• The work of Chadwick and Snow eventually led to the 1866 Sanitary Act, which encouraged all towns to employ inspectors to check on water supplies and drainage. This helped to improve living conditions and public health</li> <li>• The work of engineers such as Bazalgette developed sewers for London, which were able to deal with waste in a way that would improve public health</li> <li>• Attitudes towards the role of government were changing. The broadening of the franchise put pressure on the government to respond to scientific developments</li> <li>• The government passed a series of Acts such as the Public Health Act of 1875 that enforced changes such as the need to keep streets clean, thus improving conditions.</li> </ul>	

Question	Mark scheme
<p><b>B2 (c) (ii)</b></p>	<p>How significant was the work of Robert Koch in improvements in medicine in the years 1860–1914?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Robert Koch’s work on bacteriology</li> <li>• the magic bullet.</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 it was significant may include the following:</p> <ul style="list-style-type: none"> <li>• Koch identified the specific microbes that caused some individual diseases. As a result of this improved understanding of the causes of diseases, scientists hoped they could find ways of treating them</li> <li>• The work of Koch on microbiology was the basis for developments in medical treatment. He identified the microorganisms for many fatal diseases such as cholera and tetanus</li> <li>• Koch’s discoveries led to other scientists such as Ehrlich working to develop new treatments such as the ‘magic bullet’.</li> </ul> <p>Relevant points that suggest its significance was limited may include the following:</p> <ul style="list-style-type: none"> <li>• Pasteur’s germ theory (1861) highlighted links between hygiene and health and led to Lister’s development of antiseptics. These developments complemented the work of Koch</li> <li>• By 1901 Landsteiner’s discovery of blood types enabled blood transfusions to be carried out successfully, helping people with blood-related medical problems</li> <li>• Ehrlich’s development of the ‘magic bullet’ for the treatment of syphilis was the first chemical cure for a disease</li> <li>• Marie Curie’s work on radiation enabled cancer tumours to be shrunk using radium, which was a breakthrough in medical treatment</li> <li>• The development of x-rays by Rontgen in 1895 allowed for broken bones to be set properly and foreign bodies in wounds to be removed effectively. X-rays were also used to help diagnose tumours and TB, allowing for appropriate treatment.</li> </ul>	

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

Question	Mark scheme
<b>B3 (a)</b>	Explain <b>TWO</b> ways in which Japanese society in 1867 was different from Japanese society in 1919. <b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).

#### 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 3 marks for an answer dealing with only one difference.**

#### Indicative content

Relevant points may include:

- A difference was that in 1867 Japanese society was very rigid with people knowing their place in the hierarchy. By 1919 feudalism had been abolished and the outcasts had been accepted, so society was less rigid
- A difference was that Japanese society had become modernised with compulsory education, a degree of westernisation, acceptance of Christianity and a greatly increasing middle class.



Question	Mark scheme
<b>B3 (b)</b>	<p>Explain <b>TWO</b> causes of unrest in Japan in the years 1919–25.</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>• In the 1920s there was an emergence of political parties and increasing demands for universal suffrage. Resistance from existing vested interests caused resentment amongst supporters of democracy</li> <li>• Industrialisation in Japan had caused tension between the emerging labour movement and employers. The Greater Japan Federation of Labour adopted a militant approach and the government took repressive measures, causing resentment</li> <li>• The Great Kanto Earthquake led to the growth of right-wing nationalist groups that complained bitterly about westernisation in Japan. Some Japanese began massacring Koreans who were accused of trying to overthrow the government.</li> </ul>	

Question	Mark scheme
<b>B3 (c) (i)</b>	<p>How far did Japan's relations with the West change in the period 1902–45?</p> <div data-bbox="459 367 1289 560" 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 Anglo-Japanese Alliance (1902)</li><li>• relations with the USA in the 1930s.</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 relationships changed are:

- Relations in 1902 were not good because of conflicting interests in China. They improved when the Anglo-Japanese alliance was signed in 1902. It was the first time Japan had been recognised as an equal nation
- The newly-established good relations deteriorated when Japan went to war with Russia and when it seized South Manchuria and parts of Korea, creating suspicion in the West
- The growth of democracy in the early 1920s and the agreements made in the Washington Naval Conference in 1921–22 brought about better relations between Japan and the West
- The impact of the Great Depression and growth of militancy led the Japanese to adopt an aggressive foreign policy. This resulted in deteriorating relations with the USA, an American trade embargo and the attack on Pearl Harbour.

Relevant points that suggests limited change are:

- There was no real change in relations during this period. Japan's territorial interests in the East were a threat to Western interests. The agreements made in 1902 and 1922 were just attempts to control Japanese ambitions
- From 1931 relations were poor and stayed poor. When Japan invaded Manchuria, the Western powers led the League into condemning Japan, which then left the League
- The signing of the Tripartite Pact in 1937 with Germany and Italy might seem to indicate improved relations, but in reality was helping Nazi Germany to go to war with other European powers and seriously upset the British
- The Second World War and dropping of the atomic bombs on Hiroshima and Nagasaki was a continuation of poor relations, which had existed since the beginning of the 20th century, but with greater emphasis.

Question	Mark scheme
<b>B3 (c) (ii)</b>	<p data-bbox="448 304 1265 367">How far did the way in which Japan was governed change in the years 1853–95?</p> <div data-bbox="456 405 1121 591" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 416 1058 448">You may use the following in your answer:</p><ul data-bbox="555 456 900 519" style="list-style-type: none"><li data-bbox="555 456 740 488">• corruption</li><li data-bbox="555 490 900 519">• the Meiji Constitution.</li></ul><p data-bbox="480 521 1078 553">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 595 1393 658"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 687 1377 788"><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.

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## **Indicative content**

Relevant points that suggest change are:

- The Meiji restoration in 1868 restored the emperor and placed him firmly in the centre of government. By 1872 Satsuma and Chosu domains had been returned to the emperor creating a strong central government across the whole of Japan
- The setting up of the Council of State in 1869 with executive and legislative branches and five individual government departments meant more efficient government and reduced corruption existing since the Perry Mission (1853)
- The end of the Tokugawa Shogunate saw a military regime replaced by an outwardly civilian regime
- The Meiji Constitution set up a form of constitutional and absolute monarchy. The emperor had supreme authority but the actual head of government was the prime minister, assisted by a Cabinet.

Relevant points that suggests continuity are:

- Japanese government continued to be by an elite. The Tokugawa had been replaced by the emperor. There was still no consideration of the value of democracy
- The government was still inefficient. The Council of State was reorganised a number of times by 1871 and was replaced by the Cabinet in 1885
- Corruption continued throughout the period with a ruling elite making themselves wealthy at the expense of poorly paid workers and farmers
- Government in Japan continued to be repressive, with restrictions on political activities, particularly by women (especially from 1890).

## **B4: China: conflict, crisis and change 1900–89**

<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which government attitudes towards education under Mao were different to government attitudes towards education under Deng.</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 difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that under Mao there was a lack of respect for intellectuals who were seen as part of the 'Four Olds'. Teachers were seen as reactionaries holding back progress to communism, whereas under Deng educational experts were respected</li><li>• A difference under Deng was how education was seen as being able to help the country. Under Deng it was the key to modernisation, whereas Mao saw little place for technically-educated experts.</li></ul>	

Question	Mark scheme
<b>B4 (b)</b>	<p>Explain <b>TWO</b> causes of the Democracy Movement (1979).</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> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cultural Revolution had taught many young Chinese to challenge authority. When they thought reform in China did not go far enough, they were keen to form a protest movement</li> <li>• There was a disappointment in China that the modernisation of the country had not included the introduction of democracy. So the Democracy Movement sprang up</li> <li>• Leading intellectuals and students wanted to organise themselves to put pressure on the government. As people experienced Western liberal ideas through education overseas, they supported moves to introduce democracy.</li> </ul>	

Question	Mark scheme
<b>B4 (c) (i)</b>	<p>How significant was the Long March in changing the position of the communists in China in the years 1921–49?</p> <div data-bbox="459 338 1123 524" 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 Long March (1934–35)</li><li>• the war against Japan (1937–45).</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**

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

## **Indicative content**

Relevant points that suggest the Long March was significant are:

- The Long March saved the Communists from being wiped out. They were able to establish a new base at Yen-an where communism developed and they gained strength to oppose the Nationalists
- The Long March provided the Communists with propaganda to show themselves as heroic, fighting in the face of adversity – unlike the unpatriotic Nationalists. So it strengthened the position of the Communists
- The Long March resulted in Mao's position being strengthened and he was determined to take control and overthrow the Nationalists.

Relevant points that suggests limited significance are:

- A significant change in the position of the Communists occurred in 1923 when they gained the support of the USSR for the United Front, strengthening their position
- A decisive change in the Communists' position occurred in 1927 (before the March) when Chiang Kaishek turned on the Communists by ordering the Shanghai Massacre and extermination campaigns
- The Xian Incident (1936), when Chiang was kidnapped by one of his generals, gave a role to the Communists in negotiating a Second United Front to confront Japan, outwardly ending a nine-year period of persecution of Communists
- During the 1937–45 war the Communists improved their position significantly as the Nationalist-held areas of China were occupied and destroyed by the Japanese, while the Communist areas were largely unscathed
- The Long March was not quite the success that Communist propaganda suggested. Only 10 000 of the original 80 000 survived the March.

Question	Mark scheme
<b>B4 (c) (ii)</b>	<p>How far was the Agrarian Reform Law the key turning point in the way agriculture was organised in the years 1949–89?</p> <div data-bbox="459 369 1123 600" 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 Agrarian Reform Law (1950)</li><li>• Deng’s agricultural reforms.</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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## **Indicative content**

Relevant points that suggest the Agrarian Reform Law was the key turning point:

- It brought about significant change because the property of landlords and enemies of the state was confiscated
- It increased the status of the peasants in keeping with Communist ideals. It would be very difficult to turn the clock back on this
- As many peasants interpreted the law more radically than Mao had intended, it led to the destruction of the old elite in the countryside
- The law led to the introduction of collectivisation through the setting up of mutual aid teams and Agricultural Producers' Councils.

Relevant points that suggest the Agrarian Reform Law was not the key turning point:

- The ideals of the Law were undermined by richer peasants taking up the opportunity to buy up large sections of land and hire labour to work on them. So that was not dissimilar to the old system
- When Mao tried to extend collectivisation there was peasant resistance from members of the cooperatives, showing that the Law had not made a complete change
- It was the Great Leap Forward that was the real turning point. That was when communes were forced on the peasants. By 1960 there were more than 26 000 communes
- A more important change came under Deng, who reintroduced the system of ownership of individual plots, bringing back capitalism and allowing peasants to sell surplus produce. This led to much greater productivity.

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

Question	Mark scheme
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the UN’s involvement in the invasion of Iraq in 1991 was different from the UN’s involvement in the invasion of Iraq in 2003.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (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 difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the response of the UN. In 1991 the UN passed several resolutions against Iraq and allowed its member states to invade after resolution 678. In 2003 the UN did not back the invasion headed by the USA</li><li>• A difference was the impact on the reputation of the UN. The First Gulf War improved the reputation of the UN as decisive action had been taken to stop an aggressor, but in 2003 it had been sidelined by the USA and had failed to prevent war.</li></ul>	

Question	Mark scheme
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the UN's success in Mozambique (1990–94).</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:

- The UN response was coordinated, including troops, police and election observers. This allowed it to deal with any issues that could cause peace to fail
- Both sides in the conflict in Mozambique wanted the UN to intervene. After years of warfare there was a desire to end the war and ensure a successful peace, which meant they were willing to cooperate with the UN
- There was no external opposition to UN involvement. All the major powers, and the UN Security Council, supported the actions, which made decision making and action much quicker.

Question	Mark scheme
<b>B5 (c) (i)</b>	<p data-bbox="454 248 1201 309">How far did the Great Powers weaken the international organisations in the years 1930–75?</p> <div data-bbox="459 347 1121 544" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 1018 461" style="list-style-type: none"><li data-bbox="555 400 1018 430">• the Abyssinia Crisis (1935–36)</li><li data-bbox="555 432 1018 461">• the Korean War (1950–53).</li></ul><p data-bbox="480 472 1078 501">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 584 1394 645"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 674 1378 768"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that support the given factor may include:

- The Hoare-Laval Pact showed the reluctance of France and Britain to act against Italy in 1935. This weakened the League and displayed the self-interest of the Great Powers
- The failures of Britain and France to encourage the League to challenge aggressors made more aggression likely, e.g. the appeasement of Hitler
- The Cold War made cooperation between the five permanent members of the Security Council impossible. Any proposal was regarded by the USA and the USSR in terms of whether it would give the other an advantage
- It was the lack of involvement of the USA that made the League weak, e.g. Manchuria where the USA did not favour strong action against Japan in case it damaged trade.

Relevant points that challenge the given factor may include:

- Other powers such as Germany, Japan, the USSR and Italy all withdrew from the League in the 1930s thus weakening its ability to enable disarmament to work
- The UN's actions in the Korean War made it look strong and determined. The USA had pushed for action to help the South against the North. Negotiating the peace was a success for the UN
- The role of the UN in helping to bring an end to the Yom Kippur War was helped by the USA putting pressure on Israel to accept peace terms
- US Secretary of State, Kissinger, helped to put into place the UN disengagement force in the Middle East after the end of the Yom Kippur War.

Question	Mark scheme
<b>B5 (c) (ii)</b>	<p data-bbox="456 248 1337 309">How far did the peacekeeping role of the UN change in the years 1975–2011?</p> <div data-bbox="456 344 1123 551" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 356 1059 389">You may use the following in your answer:</p><ul data-bbox="552 398 855 472" style="list-style-type: none"><li data-bbox="552 398 815 432">• Namibia (1989)</li><li data-bbox="552 439 855 472">• Bosnia (1992–95).</li></ul><p data-bbox="480 479 1082 512">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 584 1394 645"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 674 1378 775"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## **Marking instructions**

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## **Indicative content**

Relevant points that suggest change may include the following:

- Increasing conflict intensified UN involvement in the Middle East, e.g. in 1978 UNIFIL was set up to restore peace and to confirm the Israeli withdrawal from Lebanon
- The conflict in Namibia saw an increased role for the UN Civil Police. Its success in Namibia led to it becoming an important part of UN operations in the 1990s
- 'An Agenda for Peace' stated peace building as a mission of the UN not just peacekeeping. The DPKO was also set up in 1992 to manage the UN's work in maintaining international peace and security
- In Kosovo the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws
- As a result of failures in Bosnia and Rwanda, the 'Responsibility to protect' principles were agreed in 2005, which established the right of the UN to intervene if a country was failing to protect all of its people.

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

- The main aim of the UN was still peacekeeping and UN forces were used in this role in the Balkans, Somalia and other conflicts during the period
- The role of the UN after the Second Gulf War was a traditional peacekeeping one helping the country rebuild
- The UN did not engage in fighting in order to keep peace.

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

Question	Mark scheme
<b>B6 (a)</b>	Explain <b>TWO</b> ways in which Blitzkrieg in Europe (1939–40) was similar to warfare in the Arab-Israeli Six Day War (1967). <b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).

### Marking instructions

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

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

### Indicative content

Relevant points may include:

- A similarity was the use of air power to destroy enemy airfields and planes. In 1939 German planes destroyed the Polish air force before it could get off the ground. On day one of the Six Day War, Israeli planes destroyed the Egyptian and Jordanian air forces
- A similarity was the use of land forces to follow up the air attacks. In France the German tanks stormed through the Ardennes. In the Six Day War Israeli tanks, supported by the air force, destroyed Egyptian forces in the Sinai.

Question	Mark scheme
<b>B6 (b)</b>	<p>Explain <b>TWO</b> causes of Allied success against German U-boats in the Atlantic during the Second World War.</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 Allies were able to decode German radio messages due to the breaking of the Enigma code. This meant that the Allies knew in advance the locations of the German U-boat packs</li> <li>• The Allied use of long range aircraft, such as the Liberator, gave much needed protection to the convoys. This meant the U-boats could be targeted more easily</li> <li>• Convoy training improved and there were better escort vehicles available. The Hedgehog depth charges carried by the escort vehicles dropped clusters of bombs over a wide area making it easier to destroy a U-boat.</li> </ul>	

Question	Mark scheme
<b>B6 (c) (i)</b>	<p data-bbox="456 241 1267 277">How far did guerrilla warfare change in the years 1936–88?</p> <div data-bbox="456 311 1123 582" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 322 1059 353">You may use the following in your answer:</p><ul data-bbox="552 362 948 470" style="list-style-type: none"><li data-bbox="552 362 948 427">• Spanish Civil War (1936–39)</li><li data-bbox="552 436 948 470">• Afghanistan (1979–88).</li></ul><p data-bbox="480 508 1080 539">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 618 1394 680"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 710 1378 808"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest change may include the following:

- Guerrilla tactics had little impact on the outcome of the Spanish Civil War, but had significant impact on the outcomes of both the conflicts in Vietnam and Afghanistan
- The aims of the guerrilla fighters varied, with the Vietcong focusing on destroying the morale of soldiers and building supply lines, whereas the Mujahedeen wished to sabotage supply lines as well as attack soldiers
- The effects of guerrilla fighting were more widely felt over time. In Afghanistan where industrial production was disrupted, major roads destroyed and buildings blown up
- In the Spanish Civil War guerrilla tactics were used when the sides were evenly matched. In later examples such as Vietnam and Afghanistan the guerrillas were fighting against a much more powerful enemy, asymmetric warfare.

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

- In both cases guerrilla fighters blended in with civilians and it was difficult for the enemy to identify combatants
- Support was provided from powerful external governments, such as the USSR in the Spanish Civil War and the USA in Afghanistan
- Guerrilla warfare depended, in all cases, on a detailed knowledge of the local terrain in order to be successful
- The success of guerrilla tactics throughout the period depended on the cooperation of the local people.

Question	Mark scheme
<b>B6 (c) (ii)</b>	<p data-bbox="456 248 1289 309">How far did developments in technology and communications change warfare in the years 1945–2011?</p> <div data-bbox="456 347 1121 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 847 468" style="list-style-type: none"><li data-bbox="555 400 847 430">• nuclear weapons</li><li data-bbox="555 441 847 468">• the use of drones.</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 647"><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 775"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest change may include the following:

- The impact of new technology can be seen in the scale of destruction made possible by nuclear weapons. This led to asymmetric and guerrilla wars post-1945
- Technological change has led to the development of precision guided missiles becoming the main missiles used in modern warfare. This has led to greater manoeuvrability than the previous ballistic missiles
- A key change is the reduction in the number of soldiers on the battlefields due to technology such as drones (UAVs). Developments in micro-electronics have enabled drones to be used for reconnaissance, surveillance and raids, e.g. Iraq
- Technologies have developed to allow more consistent and secure communications on the battlefield through mobile phones and GPS, which allow greater intelligence gathering and coordination of tactics.

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

- Combined arms tactics continued to be used as a successful strategy in warfare such as in the Six Day War of 1967, the First Gulf War of 1991 and the invasion of Iraq in 2003
- Continuity is evident in that precision of bombing and the prospect of greater destructive power have led to lower civilian casualties
- Technological developments have not always led to success in warfare. The superior weapons of the Americans in Vietnam and the Russians in Afghanistan did not prove effective against guerrilla fighters
- Nuclear weapons have only been used twice and have been used to discourage war between nuclear nations. This has led to the continued use of conventional weapons.

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

Question	Mark scheme
<b>B7 (a)</b>	Explain <b>TWO</b> ways in which the first Intifada (1987) was different from the second Intifada (2000). <b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).

### Marking instructions

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

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

### Indicative content

Relevant points may include:

- A difference was the degree of violence. In the first Intifada, Palestinians had thrown insults and rocks, whereas in the second Intifada knives, bullets, grenades, rockets and mortars were used
- A difference was the influence of radical Islam. This was not evident in the first Intifada but was influential in encouraging suicide bombers and greater levels of violence in the second Intifada.



Question	Mark scheme
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the Suez Crisis (1956).</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 provision of arms to Egypt from the USSR led to the US and UK stopping a loan to Egypt to build the Aswan Dam. This frustrated Nasser who nationalised the Suez Canal in order to raise revenue, thus provoking Britain and France into the conflict</li> <li>• Nasser nationalised the Suez Canal in July 1956, an action that the British and French considered illegal. They made the Sèvres agreement with Israel, which encouraged Israeli attacks on Egypt, leading to the start of the crisis</li> <li>• Israel invaded Egypt and occupied Gaza on 29 October 1956, which led to the involvement of the British and French as the Sèvres agreement stated. This involvement heightened the tension.</li> </ul>	

Question	Mark scheme
<b>B7 (c) (i)</b>	<p data-bbox="456 248 1299 309">How far did terrorism in the Middle East conflict change in the years 1946–73?</p> <div data-bbox="456 349 1369 551" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 1198 472" style="list-style-type: none"><li data-bbox="555 400 1198 430">• the bombing of the King David Hotel (1946)</li><li data-bbox="555 441 1082 472">• the Munich Olympic Games (1972).</li></ul><p data-bbox="480 483 1078 512">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 591 1394 651"><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 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 that suggest change may include:

- Terrorism changed from being mainly Jewish, Irgun, to being mainly Arab with the setting up of Fatah and the PFLP, though Jewish terrorism still existed
- The bombing of the King David Hotel led to the Israelis achieving their aim of an independent state, whereas Arab terrorist actions such as Fatah raids and the kidnappings at the Munich Olympics did not lead to Arab aims being fulfilled
- The tactics of terrorist groups changed from targets inside Israel to external targets. The PFLP and the Black September group took hostages and bombed planes. Fatah groups concentrated on making raids on Israel
- Support for terrorists declined amongst some Arabs as their actions became more dramatic. Jordan, Syria and Lebanon had tolerated Fatah but the Jordanians killed PLO fighters during 'Black September' and expelled them.

Relevant points that suggest change was limited may include:

- Terrorism ensured that the Middle East conflict remained in the public eye
- Terrorist acts usually led to reprisals. Israeli reprisals led to greater tension and encouraged war, e.g. before the Suez Crisis in 1956 and also in 1967
- The actions of terrorist groups increased support for them in their own communities. In 1965 Fatah launched a failed attack on a canal, but the support for the group rose dramatically due to the publicity gained
- Arab terrorist groups never achieved their aims despite many attempts over the years. Terrorist actions generally led to a decline in fortunes for the perpetrators.

Question	Mark scheme
<p><b>B7 (c) (ii)</b></p>	<p>How far was the Yom Kippur War the key turning point in international involvement in the Middle East in the years 1956–93?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Yom Kippur War (1973)</li> <li>• the Oslo Peace Accords (1993).</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 indicate the turning point may include:</p> <ul style="list-style-type: none"> <li>• The USSR threatened to send troops in to help Egypt in the Yom Kippur War unless there was peace. This was the first time this sort of involvement was suggested and the USA went on nuclear alert</li> <li>• The Arabs used oil as a threat to the USA, which helped the USA put pressure on Israel to stop fighting and in the aftermath of the war to consider its support for Israel</li> <li>• The oil embargo on the USA during the war encouraged the USA to involve itself in efforts to create long-term peace using the shuttle diplomacy of Henry Kissinger</li> <li>• The superpowers had accepted peace should be a goal and did not veto UN resolution 242 after the Six Day War, but the Yom Kippur War made the USA actively pursue a path to peace as its interests had been directly affected.</li> </ul> <p>Relevant points that suggest limited significance as a turning point may include:</p> <ul style="list-style-type: none"> <li>• The Suez Crisis of 1956 saw a change in international involvement, with Britain and France sidelined. The USSR was now more involved due to providing arms to Egypt and the USA introduced the Eisenhower Doctrine</li> <li>• The Camp David Agreements were more significant in the peace process with Sadat and Begin agreeing to recognise each other's right to live in peace. The USA encouraged and hosted these talks. Egypt remained at peace with Israel</li> <li>• Despite the peace efforts initiated after the war by the USA, peace did not occur and during the 1980s and 1990s violence intensified</li> <li>• The end of the Cold War led to a change in the dynamic in the Middle East with the Peace Accords in Oslo being signed in 1993.</li> </ul>	

