



# Mark Scheme (Results)

Summer 2021

Pearson Edexcel International GCSE

In History (4HI1/2B)

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>• Answers offers simple, valid comment to agree with or counter the interpretation.</li><li>• Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</li><li>• Generalised contextual knowledge is included and linked to the evaluation.</li><li>• The overall judgement is missing or asserted.</li></ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• Answers offers valid comment to agree with or counter the interpretation.</li><li>• Some analysis is shown in selecting and including details from the provided materials to support this comment.</li><li>• Some relevant contextual knowledge is included and linked to the evaluation.</li><li>• An overall judgement is given but it's justification is insecure or undeveloped and a line of reasoning is not sustained.</li></ul>
<b>3</b>	<b>9-12</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</li><li>• Good analysis of the provided materials is shown, indication 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>
<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>

## 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 aspects prompted by the stimulus points.</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 aspects prompted by the stimulus points.</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 aspects prompted by the stimulus points.</b></p>
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## SECTION A: Historical Investigation

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

Question	
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Schlieffen Plan <b>OR</b> the sinking of the Lusitania.  <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 Schlieffen Plan:</p> <ul style="list-style-type: none"><li>• The Schlieffen Plan was devised by von Schlieffen, the Chief of the General Staff of the German Army, in 1905. It was a plan to deal with a simultaneous declaration of war on Germany by France and Russia</li><li>• Under the plan, Germany was to deploy the bulk of its military resources against Russia as soon as Russia started to mobilise its army. When Russia was defeated, within weeks so it was hoped, Germany would attack France.</li></ul> <p>For example, for the sinking of the Lusitania:</p> <ul style="list-style-type: none"><li>• The Lusitania was a British ocean liner, which sailed regularly across the Atlantic. It was sunk by a German U-boat off the coast of Ireland on the way from New York to Liverpool in May 1915</li><li>• Over 1100 people on board the Lusitania were killed, including 128 citizens of the USA. There were calls in the US for the USA to enter the war and the German navy abandoned, temporarily, unrestricted submarine warfare.</li></ul>	

Question	
<p><b>A1 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the British offensive at Amiens in August 1918. 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 disagreement 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 offensive at Amiens badly affected the German army – Source A refers to desertions and a 'demoralising effect' while Source B states that there was 'panic', disorganisation and bewilderment in the German ranks</li> <li>• The sources agree that the German army was unable to fight back against the British offensive at Amiens – both sources state that no counter-attack was attempted.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B claims that the British army has won a 'great victory', inflicting a 'humiliating defeat' on Germany – Source A merely concedes that the situation was 'serious' and that the British had penetrated German positions</li> <li>• Source A refers to 'large squadrons of tanks' as a factor in the British advance – this is not mentioned in Source B.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some difference between Sources A and B over the extent of the damage done to the German army by the British at Amiens</li> <li>• The sources strongly agree that the battle disrupted German forces and that, as a result, they were unable to mount an effective response.</li> </ul>	
Question	

**A1 (c)**

Extract C suggests that Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

**Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

**AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

### **Marking instructions**

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

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

### **Indicative content:**

Relevant points which support the view may include:

- Source A indicates that the German army was seriously damaged by the British counter-attack at Amiens in August 1918 with morale shattered and desertions mounting
- Source B suggests that the Battle of Amiens was a major defeat for the Germans and a turning point in the war as 'such an extraordinary collapse' had not been witnessed before
- Both Sources A and B suggest that the German army was unable to fight back effectively after the defeat at Amiens – this is confirmed in Extract C which states that the Allied armies made 'unstoppable progress' following the battle
- The Allied counter-attack in the summer of 1918 broke the resistance of the Germany Army. By September, when the Hindenburg Line was breached, German military leaders conceded that an Armistice was essential to avoid invasion.

Relevant points which counter the view may include:

- Source A refers to the effects of 'problems at home in Germany' as a factor in the declining effectiveness of the German army, rather than defeat on the battlefield
- Extract C makes reference to there being 'already widespread unhappiness' with the Kaiser and the government in Germany
- Extract C indicates that there was 'disorder' in Germany during September and October, and the threat of 'major unrest at home'
- There was significant opposition to the conduct of the war in Germany as early as 1917, e.g. food shortages. This, combined with the effects of the British blockade, led to cross-party demands for an Armistice.

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

Question	
<b>A2 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the 1905 Revolution <b>OR</b> the abdication of the Tsar.</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 1905 Revolution:</p> <ul style="list-style-type: none"><li>• The 1905 Revolution was a wave of political and social unrest that spread across Russia during that year. This unrest followed defeat in the Russo-Japanese War and the events of Bloody Sunday</li><li>• During 1905, there were protests against Tsarism among many sections of the population, including the middle classes, factory workers, peasants and national groups. The Tsar used both repression and concessions to end the unrest.</li></ul> <p>For example, for the abdication of the Tsar:</p> <ul style="list-style-type: none"><li>• The abdication of the Tsar occurred in March 1917. Nicholas II was pressed to abdicate when his conduct of the war and domestic affairs ceased to have the confidence of army leaders and senior members of the duma</li><li>• In his abdication manifesto Nicholas II renounced the Russian throne on behalf of both himself and his son, Alexei. When his brother, Michael, refused the throne on the following day, the Romanov dynasty ended after more than 300 years.</li></ul>	

Question	
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the signing of the Treaty of Brest-Litovsk in March 1918?</p> <p>Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that the Bolsheviks believed they had little choice but to accept the treaty – Source A states 'we had to sign' and Source B that 'we must accept this humiliating Brest-Litovsk treaty'
- The sources agree that Soviet Russia's enemies were planning to attack Russia and crush the Revolution – Source A states that Germany, Britain and France 'had come to an agreement' while Source B expects an 'inevitable' attack 'within days'.

Points of difference may include:

- Source A suggests that Germany deliberately attempted to make the terms of the Treaty unacceptable to Russia to justify a complete destruction of the Soviet government – this is not mentioned in Source B.
- Source B justifies accepting the Treaty on the grounds that Soviet Russia has 'no effective army' – this is not mentioned in Source A.

Points regarding extent may include:

- Sources A and B differ over the reasons that Soviet Russia was forced to sign - A suggests that the Germans, in proposing such a harsh peace, wanted to crush the Bolsheviks, while B emphasises the dire state of the Russian army in March 1918
- The sources strongly agree that, in the circumstances facing the Bolshevik government at the time, there was no other option but to sign the Treaty however harsh it was.

Question	
<b>A2 (c)</b>	<p>Extract C suggests that the Treaty of Brest-Litovsk did more harm than good to 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:

- Sources A and B suggest that the treaty harmed Bolshevik interests by the reluctance with which it was signed – Source B refers to the treaty as 'humiliating' for Russia
- Extract C refers to the harm caused to the Bolshevik cause by the huge expanse of territory surrendered as part of the treaty including 'important food-producing areas'
- Extract C refers to political divisions created by the Bolsheviks in signing the treaty which harmed their cause ('between the Bolsheviks...within the Bolshevik party itself')
- The terms of the treaty created enormous opposition to the new Bolshevik government and almost guaranteed the outbreak of civil war later in 1918. The loss of industrial centres in Ukraine was deeply harmful to the Bolshevik cause.

Relevant points which counter the view may include:

- Sources A and B both suggest that signing the treaty was essential if the new Bolshevik government was to survive its infancy
- Source B states that Russia did not have the military capacity to continue fighting even if it wanted to, suggesting that fighting on would have been worse for the Bolshevik cause
- Extract C suggests that signing the treaty benefitted the Bolshevik cause by fulfilling the promises made by Lenin in 1917 and satisfying the 'war-weary' Russian people
- Lenin rightly calculated that Germany's defeat would soon make the terms of the treaty null and void. The Bolsheviks were able to abjure the treaty in November 1918 and most of Russia's losses were later reversed.

### A3: The USA, 1918-41

Question	
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the Liberty League <b>OR</b> the Wagner Act (1935).</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the Liberty League:</p> <ul style="list-style-type: none"><li>• A feature of the Liberty League was that it was founded in 1934 after a series of strikes in the USA. It was funded by the rich business family the DuPonts and other American businessmen</li><li>• A feature of the Liberty League was that it was strongly opposed to Roosevelt's labour and social legislation. It called on American businessmen to defy the National Labor Relations Act.</li></ul> <p>For example, for the Wagner Act:</p> <ul style="list-style-type: none"><li>• A feature of Act was that workers were legally entitled to join a union. Unions could operate closed shops</li><li>• A feature of the Act was that a National Labor Relations Board was set up. It helped unions gain recognition from employers.</li></ul>	



Question	
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about the American stock market in the 1920s? 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 the value of shares on the stock market did rise. Source A says they have risen 'enormously', whilst Source B talks about how shares 'went up'
- The sources agree that there was money to be made through trading shares. Source A says buying shares can make you rich. Source B says, 'I was making money by buying shares.'

Points of difference may include:

- Source B shows how the stock market could also go down, but Source A gives the message that prices would continue to rise to make people rich
- Source B shows how people could behave foolishly in borrowing money to buy shares, whereas Source A talks about investing 'just' \$15 a week.

Points regarding extent may include:

- There is some agreement between Sources A and B about the possibility of making quick money
- The sources strongly disagree about the risks involved. Source A suggests it was virtually risk-free.

Question	
<p><b>A3 (c)</b></p>	<p>Extract C suggests that the Wall Street Crash occurred because investors were 'ready to believe almost anything'. How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A doesn't mention that shares might go down. So, investors were led to believe that it was a fail-safe way of making money</li> <li>• Source B refers to a café owner investing more money than he could afford if prices didn't continue to rise</li> <li>• Extract C suggests that people didn't stop to think about whether what they were buying was worth the money</li> <li>• Investors sometimes bought shares because friends recommended them, without checking out the company concerned.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the rise in share prices was because of sound economic performance</li> <li>• Source B suggests that investor behaviour was based on previous experience and the success of fellow investors</li> <li>• Extract C implies that people were encouraged to invest by well-respected financial institutions like the banks</li> <li>• A major cause of the Wall Street Crash was over-production and the US economy running out of steam.</li> </ul>	

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

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Ho Chi Minh Trail <b>OR</b> widening the war in Cambodia and Laos.  <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 Ho Chi Minh Trail:</p> <ul style="list-style-type: none"><li>• The Ho Chi Minh Trail was a military support route used by North Vietnam during the Vietnam War. It was in heavy use throughout the 1960s and until the war ended in 1975</li><li>• The Trail enabled the regular supply of men, weapons and other materiel from the North to the Vietcong in South Vietnam. It by-passed the Demilitarised Zone through Laos and the mountains and forests of central South Vietnam.</li></ul> <p>For example, for widening the war in Cambodia and Laos:</p> <ul style="list-style-type: none"><li>• Widening the war in Cambodia and Laos took place mostly during the Presidency of Richard Nixon. The widening of the war aimed to destroy communist bases as well as sections of the Ho Chi Minh Trail in Laos and Cambodia</li><li>• Until 1970, the USA attempted to achieve its aims in Cambodia and Laos by heavy bombing. The bombing of Cambodia and Laos was extremely unpopular in the USA.</li></ul>	

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

## Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

## Indicative content

Points of agreement may include:

- The sources agree that the behaviour of US soldiers towards civilians in Vietnam was violent – Source A refers to a range of personal assaults while Source B cites the destruction of the means of everyday life
- The sources agree that this behaviour was deeply resented by the Vietnamese people – Source A refers to their 'anger and hurt' while Source B states that they 'only want to be left alone in peace'.

Points of difference may include:

- Source A states that the violence undertaken by US soldiers was against individuals ('kicked...sexually assaulted...tortured'), whereas in Source B the violence is directed at property ('destroyed villages', 'devastated South Vietnam', 'burning their homes')
- Source A suggests that a major cause of the violence was racism ('we were different') whereas Source B suggests that this behaviour was a result of the pressures placed on US soldiers in Vietnam ('what the USA's leaders made them do').

Points regarding extent may include:

- There are some differences between Sources A and B concerning the motivation of US troops towards civilians
- The sources strongly agree that the behaviour of US soldiers towards civilians in Vietnam was violent and that it caused great resentment amongst the Vietnamese people.

<b>Question</b>	
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**A4 (c)**

Extract C suggests that the effect of the US Army's presence on the Vietnamese people was mainly positive.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

**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.

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A states that 'Some soldiers were nice' towards civilians
- Extract C suggests that the presence of the US Army brought jobs and prosperity to many in South Vietnam ('benefitted the economy')
- Extract C refers to close and harmonious relations between some Americans and Vietnamese civilians ('acts of kindness', 'married Vietnamese women')
- The US Army was welcomed by many civilians for seeking to defend South Vietnam from the encroachment of communism. The US pumped huge sums of money into Vietnam, modernising its infrastructure, especially roads and the electricity network.

Relevant points which counter the view may include:

- Source A and B provide evidence of the violence and destruction carried out by US soldiers towards both people and property in South Vietnam
- Source A suggests that many US soldiers held racist views towards the South Vietnamese people
- Extract C suggests that a root cause of the poor behaviour of US soldiers towards civilians in Vietnam was ignorance of 'the country's language, history, religion...politics' and that their attitude amounted to an 'occupation'
- Many US soldiers, especially the young draftees who predominated after 1968, lacked any understanding of the South Vietnamese people. The belief that any civilian could be a guerrilla led to countless acts of cruelty and violence.

## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Economic System of Socialism (1968-71) <b>OR</b> education in the GDR.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.  The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.  <b>Indicative content guidance</b> For example, for the Economic System of Socialism (1968-71): <ul style="list-style-type: none"><li>• The Economic System of Socialism was introduced in the GDR by Walter Ulbricht, based upon consultations with leading ministers in the GDR and USSR. It aimed to close the economic gap with the FRG</li><li>• The ESS modified the New Economic System, being based more closely on communist ideology. It re-introduced centralised planning and set production targets for important areas of the economy, like electronics and chemicals.</li></ul> For example, for education in the GDR: <ul style="list-style-type: none"><li>• Education in the GDR focused on the development of goals thought most important to the state. Schools especially emphasised loyalty to the GDR and to socialism</li><li>• The GDR favoured a comprehensive system of education that stressed the principle of equality. Technical skills were prioritised over academic learning in order to help the development of the economy.</li></ul>	



Question	
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about the effects on East Berliners of the building of the Berlin Wall? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that the building of the Wall had a negative effect on East Berliners – Source A suggests the opposition of the escapee and an East German onlooker, while B provides evidence that some schoolchildren were 'angry and hostile'
- The sources agree that the Wall limited the freedom of citizens in the GDR – Source A describes the need for 'machine gun posts' to prevent escapees while Source B describes the GDR after the Wall as a 'dictatorship' and a 'prison'.

Points of difference may include:

- Source B indicates that some citizens of the GDR welcomed and defended the building of the Wall – this is absent from Source A
- The sources differ on the effects of the Wall on the lives of East Berliners– Source B indicates that they would most miss western 'shops' whereas, in raising the risk to life in crossing it, Source A suggests that the effects of the Wall would be more fundamental.

Points regarding extent may include:

- There is strong difference between Sources A and B about the extent of support for the building of the Wall in the GDR and on the nature of its effect on the lives of East Berliners
- The sources strongly agree that the building of the Wall had a negative effect on the citizens remaining in the GDR.

Question	
<b>A5 (c)</b>	<p>Extract C suggests that the Berlin Wall had a positive impact on the citizens of the GDR in the years 1961-63.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source B refers to the support of some GDR citizens for a 'proper border' able to 'keep bad people out of the country'
- Extract C refers to psychological effect on GDR citizens of the building of the Wall – knowing that moving to the West was now impossible they renewed their efforts to create 'a successful society'
- Extract C provides evidence of the economic benefits to the GDR and its people of the Wall in that it was 'able to plan its economic policies more effectively' and offer 'more attractive career prospects'
- The Wall was positive in that westerners could no longer come across to East Berlin and buy state-subsidised goods at low prices. Also, it prevented the departure of highly-trained professionals, essential to the GDR's economy and quality of life.

Relevant points which counter the view may include the following:

- Sources A and B provide evidence that negativity surrounded the building of the Wall amongst many citizens of the GDR, especially its effects on their freedoms
- Source A and Extract C refer to the efforts of many to escape the GDR across the Wall
- Extract C refers to the sudden separation of 'family and friends' by the Wall, an effect made near permanent by the impossibility of communication between East and West
- The building of the Wall re-enforced the impression among many citizens of the GDR that it was oppressive and second-best to its western neighbour. In order to prevent the many attempts at escape, huge sums were spent on building up and fortifying it.

## 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 economy of the Southern States of the USA in the 1850s was different from the economy of the Southern States after the Civil War.</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>

#### 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 the prosperity of the South. In the 1850s, cotton prices were at an all time high and the South prospered. The civil war destroyed the plantation system, many banks collapsed and there was economic depression in the South
- A difference concerned labour. In 1850, the Southern States had access to plentiful labour through slavery. After the Civil War, there was a perceived labour shortage as planters had lost close control of their ready labour market.

Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of the failure of Grant's Peace Policy towards Native Americans.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the Battle of the Little Big Horn (1876), as it provoked the US military to take revenge on the Sioux, destroying Grant's attempts at mediation in his Peace Policy</li> <li>• A cause was the opposition of the Board of Indian Commissioners. Grant had appointed this board to implement his new Indian policy, but it disagreed with some of his policies</li> <li>• A cause was lack of support from the Native Americans. Tribes that had not yet been brought onto reservations, especially the Cherokee, wanted to remain independent.</li> </ul>	

Question	Mark scheme
<b>B1 (c) (i)</b>	<p>How far was opposition from Native Americans the main problem for Westward expansion in the years 1803-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• opposition from Spain</li><li>• opposition from Native Americans.</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest opposition from Native Americans was the main problem may include:

- The Native Americans proved resistant to Westward expansion. They sided with the British in their war against the United States in 1812. The viciousness shown during the Creek Wars also created bitter tension and further resistance
- The Indian Removal Act, (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and increased Native American opposition towards settlers' expansion
- Westward expansion by settlers as a result of the Texas War of Independence (1835-36) and the war with Mexico provoked Native Americans to fight battles to preserve the greater autonomy they had experienced under Mexican rule.

Relevant points that suggest opposition from Native Americans was not the main problem may include:

- The objections of the Spanish government to US attempts to gain footholds in their territories led to years of tension and diplomatic opposition
- Opposition from Britain over settlers' expansion into the Pacific North West and Western Canada soured relations between the two countries
- Westward expansion created tension between supporters of slavery and those opposed to it as the new territories could alter the balance between slave and non-slave states
- Mexico stood in the way of expansion. American settlers had already established Texas in 1836. American belief in Manifest Destiny led to a war with Mexico
- Law and order was a problem created by westward expansion, particularly after the discovery of gold in California.

Question	
<b>B1 (c) (ii)</b>	<p>How significant was the Kansas-Nebraska Act in changing relations between Northern States and Southern States in 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 Kansas-Nebraska Act (1854)</li><li>• the Reconstruction Act (1867).</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



**Marking instructions**

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

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

**Indicative content**

Relevant points that suggest the Kansas-Nebraska Act was significant may include the following:

- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported
- After the Kansas-Nebraska Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted, leading to Bleeding Kansas and worsening relations
- The controversy around the Kansas-Nebraska Act brought John Brown into the public arena. His role in the 1856 Bleeding Kansas issue created resentment amongst pro-slavery Southern states.

Relevant points that suggest the Kansas-Nebraska Act was of limited significance may include the following:

- The 1850 Compromise worsened relations between the North and South. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery
- The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War
- The Civil War was important because it led to open conflict between North and South and bitterness created during the fighting had a long-term impact
- The 1867 Reconstruction Act was important in changing relations because it led to the establishment of military districts and an army of occupation. This caused real bitterness in the South
- The 15<sup>th</sup> Amendment was important as many people in the South saw it as an attempt at reducing the Democrat power base in the nation.

## B2: Changes in Medicine, c1848-c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which government involvement in public health in 1860 was different from government involvement in public health in 1875.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that, in 1860, local authorities were encouraged to set up Boards of Health, but from 1875, local authorities were forced to follow measures set out by the government</li><li>• A difference was that, in 1860, government encouragement revolved largely around clean water supplies. From 1875, local authorities were forced to deal with a wider range of responsibilities, such as street lighting and the quality of food.</li></ul>	

Question	
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**B2 (b)**

Explain **TWO** causes of the dangers in surgery in the years 1848-60.  
**Targets: A01 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**A02 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

**Marking instructions**

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

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

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

**Indicative content:**

Relevant points may include:

- The lack of understanding of hygiene. Surgeons would often not wash before operations, many people were present and operating equipment was not sterilised
- Unreliable anaesthetics. Ether had side effects for the patients and it was often difficult to get the dose of chloroform right
- The increasing complexity of operations. As chloroform was effective in anaesthetising patients doctors could try to perform more complex operations. This was a problem as more blood was lost and the introduction of infection more likely.

Question	
<b>B2 (c) (i)</b>	<p data-bbox="456 248 1362 309">How significant was warfare in bringing about changes in medicine in the years 1875-1920?</p> <div data-bbox="456 315 1123 544" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 322 1059 353">You may use the following in your answer:</p><ul data-bbox="555 360 1043 456" style="list-style-type: none"><li data-bbox="555 360 847 392">• Koch's discoveries</li><li data-bbox="555 394 1043 456">• plastic surgery in the First World War.</li></ul><p data-bbox="480 465 1070 497">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 638"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 669 1378 766"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest that it was significant may include:

- New techniques in surgery, such as debridement or the Carrel-Dakin method, were developed, which helped to treat gangrene
- The Thomas splint was developed to keep the leg still and prevent bones from breaking through the skin and infection developing
- Brain surgery techniques, such as the use of magnets to draw out pieces of metal from wounds were developed
- The war led to further developments in blood transfusions allowing blood to be stored, and indirect transfusion to occur
- Plastic surgery techniques developed quickly as a response to the greater need during the war.

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

- Pasteur and Koch's pre-war discoveries led to the development of micro-biology and the greater understanding of the spread of disease
- Initial work on blood transfusions and understanding of blood types led to person-person transfusions becoming possible by 1901
- X-rays were developed by 1895 that could help locate foreign objects in a wound, or help the diagnosis and treatment of some diseases.

Question	
<p><b>B2 (c) (ii)</b></p>	<p>How far did medical treatment change in the years 1914-48?</p> <div data-bbox="459 315 1123 548" 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 treatment of burns</li> <li>• penicillin.</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that there was a change may include:</p> <ul style="list-style-type: none"> <li>• Plastic surgery to treat burns was developed by Gillies during the First World War</li> <li>• As a result of the discovery of Prontosil, new drugs were developed that could cure pneumonia, scarlet fever and meningitis</li> <li>• Florey and Chain followed up Fleming's research and successfully developed a way to purify penicillin so it could be used to treat patients</li> <li>• The development of new ways of mass-producing and storing penicillin made the drug available in vast quantities by the Second World War</li> <li>• The blood transfusion service was developed during the Second World War, becoming an efficient organisation for storing and delivering blood wherever it was needed.</li> </ul> <p>Relevant points that suggest that change was limited may include:</p> <ul style="list-style-type: none"> <li>• The pace of medical research was slowed after World War I as the necessity for medical improvements had gone</li> <li>• There was continuity in treatments for many things that remained perplexing, such as polio, heart disease and other organ failure</li> <li>• Medical care was still provided mainly through GPs and small, local hospitals.</li> </ul>	

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

Question	Mark scheme
<b>BX (a)</b>	<p>Explain <b>TWO</b> ways in which Japan’s attitude to the West before the Perry Mission in 1853 was different from Japan’s attitude to the West in 1895.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity/difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that, as a result of Perry’s enforced opening up of Japan to Western trade, the Japanese developed more respect for the military and economic strength of the West</li><li>• A difference was that, by 1895, Japan had accepted the technological superiority of the West and had begun to use technological developments to modernise its military and its industry.</li></ul>	

Question	
<p><b>B3 (b)</b></p>	<p>Explain <b>TWO</b> causes of the decline in the Japanese economy in the 1920s.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the post-war depression in Japan. During the First World War the economy boomed, but in April 1920 there was a stock market crash and reduction in industrial production</li> <li>• A cause was the Great Kanto Earthquake. Japan had been recovering from the 1920 crash, but economic activity was brought to a standstill when the quake killed over 100 000 people and destroyed more than 500 000 homes</li> <li>• A cause was the Showa Financial Crisis of 1927, which severely damaged confidence in the banking system.</li> </ul>	



Question	
<b>B3 (c) (i)</b>	<p>How far was the fall of the Tokugawa the key turning point in the way Japan was governed in the years 1853-1919?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the fall of the Tokugawa (1868)</li><li>• the Taisho Democracy (1912).</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

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

- The end of the Tokugawa Shogunate meant that there was a change from a military regime to an outwardly civilian regime
- The fall of the Tokugawa Shogunate meant the restoration of the emperor. The return of the Satsuma and Chosu domains helped create a strong central government across the whole of Japan
- The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption
- The introduction of the Meiji Constitution after the fall of the Tokugawa Shogunate meant that, in practice, the head of government was the prime minister, assisted by a Cabinet.

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

- Corruption continued after the fall of the Tokugawa Shogunate, with the ruling elite continuing to make themselves wealthy at the expense of poor workers
- Government in Japan continued to be repressive after the fall of Tokugawa Shogunate, with restrictions on political activities and little freedom of the press or academic freedom
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism.

Question	
<b>B3 (c) (ii)</b>	<p>How significant was world Depression from 1929 in changing relations between Japan and the West in the period 1902-37?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Treaty of Versailles</li><li>• world Depression.</li></ul> <p>You <b>must</b> also use information of your own</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that indicate that world Depression was significant may include the following:

- The world Depression had a very significant impact on trade with the West. Silk prices suffered a substantial decline and unemployment rose significantly in Japan. The Japanese blamed this on the West and relations deteriorated
- The world Depression resulted in Japan taking aggressive action against China to gain raw materials and territory. This ultimately led to Japan leaving the League
- As a result of the world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan adapted a more expansionist policy in East Asia, thus harming relations.

Relevant points that suggest world Depression was not significant may include the following:

- The world Depression merely extended policies of expansion that were already in place (e.g. in Manchuria)
- The Anglo-Japanese Alliance in 1902 was important because it was the first time Japan had been recognised as an equal nation by the West
- The Russo-Japanese War was important because it was the first victory over a Western power and gave Japan confidence to expand, thus created tension
- The Treaty of Versailles was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China – and soon sought more control in China. This would lead to conflict
- Manchuria was important because Japan realised that it could gain markets and raw materials in East Asia. The weak reaction of the League encouraged further expansion and Japan's invasion of China in 1937 offended the West further.

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

Question	
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which the attitude of students towards the government during the Cultural Revolution was different from the attitude of students towards the government in 1989. (6)</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that, during the Cultural Revolution, the students were acting in support of government policy to destroy the bourgeoisie, whereas in Deng's time the students were protesting about government policy</li><li>• A difference was that in the Cultural Revolution the students felt the use of violence was justified. In Deng's time, the protesters against the government believed in peaceful protest.</li></ul>	

Question	
<p><b>B4 (b)</b></p>	<p>Explain <b>TWO</b> causes of the Shanghai Massacres (1927).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was that Chiang was convinced that the United Front had served its purpose in defeating the warlords and he no longer needed the support of the Communists</li> <li>• A cause was that Chiang disapproved of Communism. The GMD received financial support from businessmen who wanted to destroy Communism</li> <li>• A cause was the Communists calling a general strike in Shanghai, which weakened the city and allowed the GMD to take control. Local businessmen, the triads and foreigners feared a Communist takeover. So, they supported the massacres.</li> </ul>	

Question	
<b>B4 (c) (i)</b>	<p>How far was Mao's leadership the reason for the increased strength of the Chinese Communist Party in the years 1921-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Guomindang</li><li>• Mao's leadership.</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

### **Indicative content**

Relevant points that suggest it was the reason may include the following:

- After 1935, Mao played a key role in leading the Long March, which resulted in the survival of the Communists in China
- Mao was a talented leader who devised the overall plan for fighting the Civil War. His strategy of setting up cadres to wage a guerrilla campaign exposed Chiang's tactics of defending cities that became isolated 'islands in a sea of communism'
- Mao was responsible for a skilful propaganda campaign before and during the Civil War. This increased support for the Communists and kept up the morale of those already in the party.

Relevant points that suggest that it was not the reason may include the following:

- Support from the Soviet Union was important. The CCP received military training and support through propaganda in the 1920s from Soviet advisers
- Guomindang policies caused opposition. They failed to introduce measures to help the peasants and were considered an elitist party. So, they lacked support
- The Communists won support during the war against Japan because of the skilful tactics of the Red Army. Mao claimed it was the Communists who won the war
- The CCP gained control of significant amounts of military equipment when the Soviet Union invaded Manchuria at the end of WW2 and handed arms to the communists.
- The Communists won support from the peasants because they treated them with respect and introduced land reform during the Civil War.



Question	
<b>B4 (c) (ii)</b>	<p>How far was Deng's modernisation policy the key turning point in the economic transformation of China in the years 1949-89?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the First Five-year Plan. (1953-57)</li><li>• Deng's westernisation policy.</li></ul> <p>You <b>must</b> also use information of your own</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

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

- Deng's modernisation policy involved adopting an open-door policy for trade and encouraging competition with foreign countries. This encouraged innovation and efficiency, improving industrial output
- As part of Deng's policy, SEZs were set up which encouraged foreign investment. China's export trade grew by 500 per cent
- Modernisation led to privatisation of small-scale businesses in the countryside. Town and Village Enterprises employed over 100 million people
- Deng's policy resulted in a more skilled workforce. Chinese students were encouraged to travel to the West to learn technical skills. Deng wanted to train at least a million technical students who would help modernise Chinese industry.

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

- There was some resistance to Deng's modernisation policies. Some officials did not implement the policies with enthusiasm because they believed that close ties with the West and profit as an incentive were contrary to Communist ideology
- Mao's First Five Year Plan was important because it saw a significant increase in production. China's urban population was heavily involved in construction and production in factories
- The Great Leap Forward was important as it brought about a significant change in the economy, with private businesses coming to an end and massive state projects introduced. It also saw the introduction of collectivisation
- Changing attitudes to women were important, as seen in the 1950 Marriage Law. Mao encouraged women to work and the proportion of women in the workforce rose from 9 per cent in 1949 to 30 per cent by the mid-1960s.

**B5: The changing roles of international organisations: the league and the UN 1919-2011**

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the UN's role in Palestine in 1967 was different from the UN's role in Lebanon in the years 1978-85.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the effectiveness of the UN. In Palestine in 1967, Israel ignored ceasefire resolutions until it had dealt with its enemies, whereas in Lebanon, Israel did withdraw and agreed to the ceasefire</li><li>• A difference was the casualties suffered by the UN troops. In the war of 1967, UN troops did not become part of the conflict, but in Lebanon, the actions of the SLA and the PLO led to UN troops being killed.</li></ul>	

Question	
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**B5 (b)**

Explain **TWO** causes of the weak response of the UN to the Bosnian crisis (1992-95).

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

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

### **Marking instructions**

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

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

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

### **Indicative content:**

Relevant points may include:

- The UN response was weak because they did not use force to maintain supplies. UN forces did not shoot at Serbs blocking food convoys and had to plead to allow supplies to get through
- The UN response was weak because the Security Council did not provide enough peacekeepers for safe zones such as Srebrenica. This led to the safe zones being used as bases for further violence
- The UN response was weak as NATO's involvement created tensions. In 1994, 400 UN hostages were taken by Serbia in response to NATO's bombing of airbases and military sites.

Question	
<b>B5 (c) (i)</b>	<p data-bbox="456 483 1310 539">How far did the international organisations' work with refugees change in the years 1919-64?</p> <div data-bbox="456 577 1123 775" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 589 1059 622">You may use the following in your answer:</p><ul data-bbox="552 629 879 696" style="list-style-type: none"><li data-bbox="552 629 703 663">• Nansen</li><li data-bbox="552 663 879 696">• Palestine (1947-49).</li></ul><p data-bbox="480 703 1070 736">You must also use information of your own.</p></div> <p data-bbox="448 813 1394 880"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 904 1378 1005"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

## Indicative content

Relevant points which suggest that there was a change may include:

- Nansen passports, set up in 1920 to provide identity documents for refugees, stopped being used in 1938
- The League used the ILO to help resettle and find work for Armenian refugees.
- The UN set up the UNHCR in 1948 following the Second World War and the Holocaust. The Universal Declaration of Human Rights became a key document for the actions of the UN
- The UN had to deal with huge numbers of refugees in Palestine after the Second World War following the Partition Plan and the creation of the state of Israel
- The need for support rose as conflicts developed and greater numbers of refugees existed after the Second World War.

Relevant points that suggest change was limited may include:

- The Refugee commission of the League was successful in resettling various groups in the 1920s and 30s and the UNHCR continued that work, e.g. in Palestine from 1949
- Both organisations helped refugees to settle in places away from the places they were fleeing
- The League, right from the outset with early developments by Nansen, always accepted that caring for refugees was the priority, rather than repatriating them. This approach was continued by the UN, e.g. in Palestine.

<b>Question</b>	
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**B5 (c) (ii)**

How far did the Great Powers strengthen the work of the International Organisations in the years 1919-53?

You may use the following in your answer:

- Manchuria (1931-33)
- The Korean War (1950-53).

You must also use information of your own.

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

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

**Marking instructions**

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

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**Indicative content**

Relevant points which suggest that they did strengthen it may include:

- The USSR inadvertently strengthened the work of the UN by its absence from the Security Council in 1950
- Under the command of the USA, the UN pushed the North Koreans back, which bolstered the reputation of the UN
- Britain and France were the most powerful members of the Council of the League, enabling it to act in disputes such as the Aaland Islands

Relevant points which suggest that strengthening was limited may include:

- The Corfu Crisis showed that Britain and France were more concerned about helping out an ally, Italy, than in establishing a just response to a crisis
- Britain was keen to maintain a good relationship with Japan, therefore was willing to believe Japan when they said they had no ambitions beyond Manchuria
- The self-interest of Britain and France, seen by the Hoare-Laval Pact, led to the failure to solve the crisis in Abyssinia, 1935-36
- The policy of appeasement towards Hitler in the 1930s allowed him to break the terms of the Treaty of Versailles without consequence, showing the League to be weak
- The development of the Cold War made co-operation between the permanent members of the Security Council impossible, thus weakening the position of the UN.

**SECTION B: Breadth studies in change**

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

<b>Question</b>	
<b>B6 (a)</b>	<p>Explain <b>TWO</b> ways in which land warfare in the Yom Kippur War was similar to land warfare in the First Gulf 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).</p>



### Marking instructions

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

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

### Indicative content

Relevant points may include:

- A similarity was air support. In the Six Day War, the Israeli air force's destruction of the Arab air force allowed for a speedy land offensive. In the First Gulf War, an air offensive was used to destroy economic and military infrastructure
- A similarity was the speed of the tank attacks. In the Six Day War, the speed of the follow up to the air attack was vital and in the First Gulf War, the land battle was ended in 4 days.

Question	
<b>B6 (b)</b>	Explain <b>TWO</b> causes of British naval superiority in the Falklands War.  <b>Targets: AO1 (4 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 (causation).

### **Marking instructions**

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

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

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

### **Indicative content:**

Relevant points may include:

- A reason was the use of aircraft carriers for air cover to protect British troops as they landed on the islands
- A reason was the use of aircraft carriers serving as floating airfields, allowing Sea Harriers to take part in air strikes on Port Stanley
- A reason was the British use of submarines, which were very effective in naval conflict.

<b>Question</b>	
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**B6 (c) (i)**

How significant was technology in changing the civilian experience of warfare in the years 1919-75?

You may use the following in your answer:

- Aerial bombardment of Shanghai in 1937
- Vietnam.

You must also use information of your own.

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

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

## Marking instructions

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

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## Indicative content

Relevant points that suggest it was significant may include:

- The Italians used gas in Abyssinia, which not only killed 8000 people but also poisoned animals, water and the land
- The development of aircraft and explosives allowed aerial bombardments to be used in East Asia and the Spanish civil war with high numbers of civilian casualties resulting, e.g. Guernica, the first terror bombing
- The technological development that allowed planes to be faster, more mobile and have a wider range allowed Blitzkrieg tactics to be effective and have a significant impact on civilians
- The development of the atom bomb showed how destructive to civilians nuclear weapons were, killing tens of thousands of people with one bomb
- The development of atomic weapons caused greater fears amongst civilians about the potential damage of conflict, e.g. the Cuban Missile Crisis.

Relevant points that suggest that it was not significant / other issues were more significant may include:

- In the Second World War, civilian experience depended on geographical location with large areas of the UK, for example, being unaffected
- Strong ideological beliefs led to huge impacts on civilians, e.g. the Holocaust
- Guerrilla warfare tactics in Vietnam had a significant effect on civilians, disrupting daily life.

<b>Question</b>	
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**B6 (c) (ii)**

How far was the Blitz the key turning point in aerial warfare in the years 1936-75?

You may use the following in your answer:

- the Blitz in the Second World War
- nuclear missiles.

You must also use information of your own.

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

**A02 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that it was a turning point may include:

- The Blitz showed the extent to which civilians could be targeted by enemy aircraft, causing mass damage
- The Blitz led to the need for governments to protect civilians through civil defence and military resistance
- The Blitz was a turning point in the use of night bombing to attack civilian targets.

Relevant points that suggest that it wasn't a turning point may include:

- The bombing of Abyssinia was seen to be the turning point in the use of aircraft for terror bombing as before this, planes were not used in this way
- The use of V2 rockets were the first examples of guided missiles being used in warfare against civilians
- The Battle of Britain showed the importance of radar technology in defending against aerial attacks
- The dropping of the atom bomb on Hiroshima caused the greatest amount of destruction of any aerial attack
- The deployment of intercontinental ballistic missiles from 1957 changed the nature of warfare by making mutually assured destruction possible.

## B7: Conflict, crisis and change: The Middle East, 1919-2012

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the Israeli reaction to the first Intifada (1987-93) was similar to the Israeli reaction to the second Intifada (2000).</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was the control on the movement of Palestinians. In both Intifadas the Israelis imposed strict curfews</li><li>• A similarity was the use of force against the Palestinians. In both Intifadas the Israelis used military force to end the uprisings.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the success in reaching agreement at Camp David in 1978.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A reason was both Sadat and Begin needed US aid, so were willing to accept the invitation from Carter to meet at Camp David and come to an agreement</li> <li>• A reason was the role of Carter who began by acting as a go-between but, by creating an informal atmosphere, encouraged Begin and Sadat to talk face-to-face</li> <li>• A reason was both Egypt and Israel got what they wanted. Egypt got the peace and money it needed to rebuild, and Israel could focus its attention on its border with Lebanon.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p data-bbox="448 253 1382 315">How significant was terrorism in bringing about change to the Middle East in the years 1917-73?</p> <div data-bbox="459 365 1123 595" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 376 1058 407">You may use the following in your answer:</p><ul data-bbox="555 416 1015 479" style="list-style-type: none"><li data-bbox="555 416 1015 448">• the Balfour Declaration (1917)</li><li data-bbox="555 450 1015 479">• the Munich Olympics (1972).</li></ul><p data-bbox="480 521 1070 553">You must also use information of your own.</p></div> <p data-bbox="448 629 1394 692"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 723 1378 822"><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 which suggest it was significant may include:

- Arab terrorism of the 1930s helped lead to the Peel Commission, which set the precedent for two states
- The 1946 bombing of the King David Hotel caused outrage and enhanced the pressure on the British government to leave Palestine
- The actions of the Fedayeen in the 1950s provoked the Israelis into reprisals, which ramped up the tension between Egypt and Israel
- The Munich Olympics attack refocused world attention on the problems of Palestine. International pressure to find a solution began to increase.

Relevant points which suggest it was not significant / other issues were more significant may include:

- The Balfour Declaration gave hope to Jews for a homeland, and encouraged Jewish immigration
- The Holocaust showed the need for a Jewish homeland, and created the international sympathy needed to create it
- The decision of the UN to partition Palestine created the new state of Israel in 1948
- The Suez Crisis led to a decline in influence of the British and French and the increasing influence of the USA and the USSR in the Middle East.

<b>Question</b>	
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**B7 (c) (ii)**

How far was war responsible for change in the Middle East in the years 1948-73?

You may use the following in your answer:

- the First Arab-Israeli War (1948-49)
- the Yom Kippur War (1973).

You must also use information of your own.

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

**A02 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

### Marking instructions

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

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

### Indicative content

Relevant points that suggest it was responsible may include:

- The First Arab-Israeli War led to the enlargement of Israel
- The First Arab-Israeli War led to the displacement of thousands of Palestinians into refugee camps, which became training grounds for terrorists who then attacked Israel
- The Suez Crisis changed international involvement by bringing the USA and USSR into the Middle East conflict
- The Six-Day War of 1967 led to huge areas of land being taken by Israel, further pressurising the relationships between Israel and its neighbours
- The Yom Kippur War led to the USA becoming more involved in bringing peace to the Middle East.

Relevant points which suggest that other factors were responsible may include:

- The involvement of the USA and the USSR after the Suez Crisis provided greater military and financial aid for both sides
- Terrorist actions of the early 1970s led to international opinion refocusing on the need to ensure peace in the region
- The stopping of oil sales to the USA by the Arab states after the Yom Kippur War changed the mindset of the USA and led to less open support for Israel.

