

# INTERNATIONAL GCSE

## History (9-1)

### SAMPLE ASSESSMENT MATERIALS

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Pearson Edexcel International GCSE in History (4HI1)

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For first teaching September 2017

First examination June 2019

Issue 3



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# Summary of Pearson Edexcel International GCSE in History (4HI1) sample assessment materials Issue 3 changes

Summary of changes made between previous issue and this current issue	Page numbers
Addition of new Paper 2 Option B8 Question Paper and Mark Scheme.	91, 151-4

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)





# Contents

Introduction	1
General marking guidance	3
Paper 1: Depth Studies	5
Paper 1: Mark Scheme	35
Paper 2: Investigation and Breadth Studies	71
Paper 2: Mark Scheme	103



# Introduction

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The Pearson Edexcel International GCSE (9-1) in History is part of a suite of International GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## How to award marks

### Finding the right level

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

### Placing a mark within a level

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

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

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



# Pearson Edexcel International GCSE

## History

Level 1/2

Paper 1: Depth Studies

Sample assessment materials for first teaching  
September 2017

**Questions and Extracts Booklet**

Paper Reference

**4HI1/01**

**You will need:**

Answer Booklet

Turn over ►

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## CONTENTS

Each option below contains one question, split into several parts.  
Answer **TWO** complete questions.

Answer the questions in the Answer Booklet.

- 1 The French Revolution, c1780–99
- 2 Development of a nation: unification of Italy, 1848–70
- 3 Germany: development of dictatorship, 1918–45
- 4 Colonial rule and the nationalist challenge in India, 1919–47
- 5 Dictatorship and conflict in the USSR, 1924–53
- 6 A world divided: superpower relations, 1943–72
- 7 A divided union: civil rights in the USA, 1945–74
- 8 South Africa: from union to the end of apartheid, 1948–94

**Answer TWO questions.**

**You should spend about 45 minutes on each question.**

**1 The French Revolution, c1780–99**

Study Extract A.

**Extract A:** From *A History of the French Revolution*, published in 1965.

The crowd captured the Bastille and cut off the head of the Marquis de Launay, the governor. The attackers were astonished to find so few prisoners. Many believed there were others hidden in some secret dungeon. On 18 July, each of the four jailers was questioned separately. They confirmed that when the Bastille was stormed on 14 July 1789, it contained only seven prisoners. There were four forgers, a count, whose family had wanted him locked up, and two other men, one of whom was an Englishman. Despite this, many people were excited by this victory.

- (a) What impression does the author give about the capture of the Bastille (July 1789)?

You **must** use Extract A to explain your answer.

(6)

- (b) Explain **two** effects of the Directory on France.

(8)

**EITHER**

- (c) (i) 'The main long-term cause of the French Revolution was the Enlightenment.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Enlightenment
- taxation.

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

**OR**

- (ii) 'The worst effect of revolutionary terror in the years 1792–96 was the execution of Louis XVI.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the execution of Louis XVI (1793)
- the White Terror (1794–96).

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

**(Total for Question 1 = 30 marks)**

## 2 Development of a nation: unification of Italy, 1848–70

Study Extract B.

**Extract B:** From *A History of Europe*, published in 1981.

Cavour claimed to believe in a 'free Church in a free state' in Piedmont. However, he might better have said that he believed in a church which was under the control of the state. The previous prime minister had already reduced some of the powers of the church. Cavour's reforms were more extreme. The Law of Convents was introduced in 1855, abolishing the religious orders which he thought made no practical contribution to society. The law also reduced the income of the higher clergy. Pope Pius IX attacked the law as 'greatly against the good of human society'.

- (a) What impression does the author give about Cavour's reforms of the church in Piedmont?

You **must** use Extract B to explain your answer.

(6)

- (b) Explain **two** effects of the involvement of Piedmont in the Crimean War on Italian unification.

(8)

**EITHER**

- (c) (i) 'The Pact of Plombières was the main reason for the defeat of Austria in 1859.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Pact of Plombières
- Austrian weakness.

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

**OR**

- (ii) 'The leadership of Garibaldi was the main reason that the invasion of Naples and Sicily in 1860 was a success.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the leadership of Garibaldi
- the uprising in Sicily.

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

**(Total for Question 2 = 30 marks)**

### 3 Germany: development of dictatorship, 1918–45

Study Extract C.

**Extract C:** From *A History of Germany 1918–39*, published in 2009.

The Nazis used a number of dubious methods to keep down the unemployment statistics. The official statistics did not include unmarried men under 25 who were pushed into National Labour schemes. The figures also excluded women who had been dismissed from their jobs or who gave up work to get married. Also not included in the official unemployment statistics were opponents of the regime being held in concentration camps. The Nazis also boosted the total number of those that were employed by registering part-time workers as being fully employed.

- (a) What impression does the author give about Nazi policies regarding employment?

You **must** use Extract C to explain your answer.

(6)

- (b) Explain **two** effects of hyperinflation on Germany.

(8)

**EITHER**

- (c) (i) 'The Depression was the main reason that Hitler became Chancellor of Germany in January 1933.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Depression
- the role of the Sturmabteilung (SA).

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

**OR**

- (ii) 'It was the Nuremberg Laws that had the worst impact on life for the Jews in Germany in the years 1933–39.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- shop boycotts
- the Nuremberg Laws.

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

**(Total for Question 3 = 30 marks)**

#### 4 Colonial rule and the nationalist challenge in India, 1919–47

Study Extract D.

**Extract D:** From *A Modern World History*, published in 2001.

The decision of Congress to support the non-violent 'Quit India' campaign was a mistake. Almost immediately demonstrations began in many Indian cities. The demonstrations had very serious effects. About 30,000 troops were sent in to restore order and there were more than 1,000 deaths. The British responded by arresting many leading members of Congress, including Gandhi. Most of those arrested remained in prison until 1944. Even more serious for Congress was the fact that it was declared illegal. From 1942 to 1944, Congress virtually ceased to exist.

(a) What impression does the author give about the 'Quit India' campaign of 1942?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Government of India Act (1935) on India.

(8)



**EITHER**

- (c) (i) 'The main reason for growing opposition to British rule in India in the years 1919–29 was the activities of Gandhi.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amritsar massacre
- activities of Gandhi.

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

**OR**

- (ii) 'The main reason for the partition of India was the appointment of Mountbatten as Viceroy of India.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- communal violence
- Mountbatten.

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

**(Total for Question 4 = 30 marks)**

## 5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

**Extract E:** From an article in an online magazine published in 2008 about the Stakhanovite movement.

After Stalin's death in 1953, the artificial nature of the Stakhanovite Movement was acknowledged. Despite the enormous publicity surrounding Stakhanovites and their achievements, they were unpopular among ordinary people. Workers, who had not been favoured with the best conditions and consequently struggled to fulfil their targets, expressed resentment towards the favoured Stakhanovites and even physically attacked them. Supervisors and engineers were only too well aware that the provision of favourable conditions for Stakhanovites created disruptions in production and problems in supplies. These opponents, also, on occasions, 'sabotaged' the movement.

(a) What impression does the author give about the Stakhanovite movement?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the Show Trials of 1936 on the Soviet Union.

(8)

**EITHER**

- (c) (i) 'The main reason that Stalin won the leadership struggle of 1924–29 was his position as General Secretary of the Communist Party.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- position as General Secretary
- Trotsky.

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

**OR**

- (ii) 'The main effect of collectivisation on the Soviet Union in the years 1928–41 was the removal of the kulaks.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the kulaks
- Motor Tractor Stations.

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

**(Total for Question 5 = 30 marks)**

## 6 A world divided: superpower relations, 1943–72

Study Extract F.

**Extract F:** From *A History of the USA*, published in 1980.

On 31 October 1956, Nagy announced that Hungary was leaving the Warsaw Pact. Russian tanks crushed the Hungarian rebels. America had encouraged the Hungarian uprising. However, President Eisenhower did not even consider giving military support to the Hungarians. Even if there had not been the Suez Crisis, he would not have intervened. Under no circumstances would Eisenhower risk the outbreak of World War III for Eastern Europe. Liberation, the idea that the USA would fight for freedom, was just an empty word. However deep Eisenhower's hatred of communism was, his fear of nuclear war was deeper.

- (a) What impression does the author give about US support for the Hungarian uprising of 1956?

You **must** use Extract F to explain your answer.

(6)

- (b) Explain **two** effects of the Berlin Crisis of 1948–49 on superpower relations.

(8)

**EITHER**

- (c) (i) 'The main reason for worsening relations between the USA and the Soviet Union in the years 1945–47 was Soviet expansion in Eastern Europe.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Soviet expansion
- US policy of containment.

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

**OR**

- (ii) 'The building of the Berlin Wall was the most serious crisis between the USA and the Soviet Union in the years 1960–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the building of the Berlin Wall (1961)
- the Cuban Missiles Crisis (1962).

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

**(Total for Question 6 = 30 marks)**

## 7 A divided union: civil rights in the USA, 1945–74

Study Extract G.

**Extract G:** From *A History of the USA*, published in 2010.

The women's liberation movement had far more radical aims than the National Organisation for Women (NOW). The movement was determined to get as much publicity as possible. For example, they burned their bras, as the bras were seen as a symbol of male domination. Burning their bras in public brought ridicule to the movement and made it increasingly difficult for men and other women to take the whole issue seriously. They were a distraction from the key issues of the women's movement which were: equal pay and better job opportunities.

(a) What impression does the author give about the women's liberation movement?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Washington Peace March (1963) on the USA.

(8)

**EITHER**

- (c) (i) 'The main reason for progress in the civil rights movement in the 1950s was the role of Martin Luther King.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Martin Luther King
- events at Little Rock High School (1957).

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

**OR**

- (ii) 'The main achievement of the student movement was the setting up of the Students for a Democratic Society (SDS).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Students for a Democratic Society
- the Vietnam War.

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

**(Total for Question 7 = 30 marks)**

## 8 South Africa: from union to the end of apartheid, 1948–94

Study Extract H.

**Extract H:** From *A History of South Africa*, published in 2000.

The government arrested large numbers of people that took part in the Defiance Campaign, accusing them of treason. The Treason Trial that followed was badly organised and dragged on for years. While they were in jail together, the accused were able to meet and plan. Eventually the government was unable to prove any of the charges and the accused were acquitted. It was a kind of victory because the Freedom Charter got enormous publicity for the aims of the movement.

(a) What impression does the author give about the Treason Trial of 1956–61?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Group Areas Act (1950) on South Africa.

(8)



**EITHER**

- (c) (i) 'The main effect of the Sharpeville Massacre of 1960 was to encourage the 'Spear of the Nation' campaign.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the 'Spear of the Nation' campaign
- international reaction.

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

**OR**

- (ii) 'The main reason for relaxation in apartheid in the years 1980–91 was the work of President P W Botha.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- President P W Botha
- sanctions.

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

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**(Total for Question 8 = 30 marks)**

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**TOTAL FOR PAPER = 60 MARKS**



Write your name here

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Other names

**Pearson Edexcel  
International GCSE**

Centre Number

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Candidate Number

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# History

**Level 1/2**

**Paper 1: Depth Studies**

Sample assessment materials for first teaching  
September 2017

**Time: 1 hour 30 minutes**

Paper Reference

**4HI1/01**

**You must have:**

Questions and Extracts Booklet

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **any two** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**Answer TWO questions.**

**You should spend about 45 minutes on each question.**

**Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 6.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen question number: **Question 1**     **Question 2**     **Question 3**   
**Question 4**     **Question 5**     **Question 6**   
**Question 7**     **Question 8**

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**(Total for Question = 30 marks)**

**Indicate your second question choice on this page.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen question number: **Question 1**     **Question 2**     **Question 3**   
**Question 4**     **Question 5**     **Question 6**   
**Question 7**     **Question 8**

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**(Total for Question = 30 marks)**

**TOTAL FOR PAPER = 60 MARKS**



Mark scheme

Sample assessment materials for first  
teaching September 2017

International GCSE in History (4HI1/01)

Paper 1: Depth Studies

# Generic level descriptors for Paper 1

## Question (a)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>• Simple, valid comment is offered about an impression.</li></ul> or <ul style="list-style-type: none"><li>• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.</li></ul>
2	3–4	<ul style="list-style-type: none"><li>• Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.</li></ul>
3	5–6	<ul style="list-style-type: none"><li>• Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.</li></ul>

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

### Question (c)

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

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

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



## Depth Studies

Question	Mark scheme
1(a)	<p>What impression does the author give about the capture of the Bastille (July 1789)?</p> <p>You <b>must</b> use Extract A to explain your answer.</p> <p><b>Target: AO4 (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 may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that the capture of the Bastille was not significant in itself.</li></ul> <p>This is shown as follows.</p> <ul style="list-style-type: none"><li>• The extract says that the attackers were 'astonished to find so few prisoners'</li><li>• The language the author uses, including 'contained only seven prisoners', 'four forgers', 'despite this'</li><li>• The author has selected evidence to underplay the immediate significance of the storming of the Bastille by highlighting that the attackers found 'only seven prisoners'.</li></ul>	

Question	Mark scheme
1(b)	<p>Explain <b>two</b> effects of the Directory on France.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It managed to stabilise France, seeing off opposition such as Babeuf in 1796 and dealing with the emigres by giving them two weeks to leave France or they would be executed.</li> <li>• It led to a more stable financial system under Ramel, the Minister of Finance, who was able to increase revenue as well as cut expenditure. He balanced the budget for the first time since the Revolution.</li> <li>• Another effect was a more efficient tax system. Ramel changed the method of collecting direct taxes. Commissioners appointed by the directors assessed and levied taxes.</li> </ul>	

Question	Mark scheme
1(c)(i)	<p>'The main long-term cause of the French Revolution was the Enlightenment.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Enlightenment</li> <li>• taxation.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The philosophers of the Enlightenment wrote at length about the problems of the day and attacked the institutions of the <i>Ancien Régime</i>, especially the church and traditions of the time. They increased opposition to the Catholic Church because it was seen to be wealthy, corrupt and intolerant.</li> <li>• They provided many of the ideas which dominated the later French Revolution, especially liberty. They were very much in favour of liberty – of the press, of speech, of trade and of freedom from arbitrary arrest.</li> <li>• They encouraged more and more people to question the despotic government of the king, especially through Montesquieu's <i>Spirit of the Law</i>, in which he said monarchy was the government of one man according to the law.</li> <li>• Some members of the nobility supported the ideas of the Enlightenment, especially those of Voltaire and Rousseau.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The tax system created discontent because traditionally the Third Estate paid most of the taxes, even though they had the least money. Sometimes they paid three-quarters of their income in tax.</li> <li>• Members of the Second Estate were exempt from paying several taxes as it was one of their traditional privileges. The king often tried to change the tax system and make the Second Estate pay but the French parliament was controlled by the Second Estate, which blocked such changes.</li> <li>• The American Revolution of 1776 also increased the demand for change. The American revolutionaries organised a constitution that their government had to follow. France supported America in the war and these ideas spread through France.</li> <li>• The monarchy itself had grown more unpopular in the mid-eighteenth century. The French people resented the government's method of using sealed letters with the king's signature to banish people from the country or imprison them.</li> </ul>	

Question	Mark scheme
1(c)(ii)	<p>'The worst effect of revolutionary terror in the years 1792–96 was the execution of Louis XVI.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the execution of Louis XVI (1793)</li> <li>• the White Terror (1794–96).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Jacobins insisted on the trial of the king in order to more fully establish the Republic. They were increasingly dependent on the <i>sans-culottes</i> who wanted the king tried and executed.</li> <li>• Louis was put on trial in December 1792, accused of plotting against the French nation and helping the Austrian invasion. He was found guilty and sentenced to death. Out of 693 members, 374 voted for his execution.</li> <li>• The execution took place in January 1793 at the Place de la Revolution. Louis was not allowed to speak and a huge crowd witnessed the event. He was executed because he was a menace to the Republic.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The White Terror was an attack on ex-terrorists and all who had done well out of the Revolution by those who had formerly been persecuted, some of whom were royalists.</li> <li>• They carried out guerrilla warfare in the Vendée and other areas with gangs of youths, killing as many as 2000 in the south-east in 1795.</li> <li>• In August 1792, angry crowds attacked the Tuileries Palace in Paris, searching for Louis and calling him a traitor. Over 600 guards were killed and there were massacres all over France due to the loss of law and order.</li> <li>• There were several massacres during the Terror. In September 1792, there were rumours of an Austrian attack on Paris. In this atmosphere of fear and panic, around 1000 prisoners suspected of supporting the Austrians were killed.</li> <li>• During the autumn and winter of 1793 there were mass executions, including 3000 in Paris and approximately 14 000 in the rest of the country.</li> </ul>	

Question	Mark scheme
2(a)	<p>What impression does the author give about Cavour's reforms of the church in Piedmont?</p> <p>You <b>must</b> use Extract B to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that people in Piedmont were misled about Cavour's intentions.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that Cavour claimed 'to believe in a free church' but actually believed in a church under state control.</li> <li>• The language used by the author, including 'more extreme' and Pope Pius 'attacked the Law'.</li> <li>• The author has selected evidence to suggest that Cavour was not fully clear about his intentions with the church in Piedmont and went further with his reforms than had been expected.</li> </ul>	

Question	Mark scheme
2(b)	<p>Explain <b>two</b> effects of the involvement of Piedmont in the Crimean War on Italian unification.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The involvement of Piedmont in the Crimean War meant that Cavour was invited to the Treaty of Paris negotiations, which ended the Crimean War, and spoke about Italy's sad condition. The Congress condemned the repressive government of the Kingdom of the Two Sicilies.</li> <li>• He became more closely associated with the liberal powers of Western Europe, especially France and Britain. Britain's attitude was now more favourable to Italy.</li> <li>• The Piedmontese troops gained fighting experience, which was to prove invaluable in the war of 1859 against Austria.</li> </ul>	

Question	Mark scheme
2(c)(i)	<p data-bbox="371 248 1310 277">'The Pact of Plombières was the main reason for the defeat of Austria in 1859.'</p> <p data-bbox="371 293 903 322">How far do you agree? Explain your answer.</p> <div data-bbox="512 338 1272 539" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="523 349 1031 378">You may use the following in your answer:</p> <ul data-bbox="572 398 895 472" style="list-style-type: none"> <li data-bbox="572 398 895 427">• the Pact of Plombières</li> <li data-bbox="572 448 895 477">• Austrian weaknesses.</li> </ul> <p data-bbox="523 495 1046 524">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="371 546 1347 607"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="509 624 1358 685"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="164 712 430 741"><b>Marking instructions</b></p> <p data-bbox="164 759 1355 819">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 data-bbox="164 837 1318 927">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 data-bbox="164 945 395 974"><b>Indicative content</b></p> <p data-bbox="164 992 828 1021">Relevant points that support the statement may include:</p> <ul data-bbox="164 1039 1398 1368" style="list-style-type: none"> <li data-bbox="164 1039 1398 1099">• In July 1858, Napoleon III met Cavour at Plombières on the frontier and an agreement was reached. Piedmont and France would ally themselves in the war against Austria in northern Italy.</li> <li data-bbox="164 1120 1398 1180">• France supplied 200 000 men to drive the Austrians out of the peninsula, and Austria had to fight a war on two fronts. Cavour had secured an alliance with a major power.</li> <li data-bbox="164 1200 1398 1261">• Piedmont alone was not strong enough to defeat Austria. The Piedmontese mobilisation was half-hearted and Victor Emmanuel was not as keen on the war as Cavour.</li> <li data-bbox="164 1281 1398 1368">• The number of troops supplied by Piedmont fell 40 per cent short of the number agreed at Plombières. Victor Emmanuel boasted of 200 000 more volunteers from the rest of Italy helping with the war, but only about 20 000 turned up.</li> </ul> <p data-bbox="164 1386 805 1415">Relevant points to counter the statement may include:</p> <ul data-bbox="164 1433 1398 1762" style="list-style-type: none"> <li data-bbox="164 1433 1398 1494">• The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable Grunne and Gyulai, rather than the more competent Benedek and Hess.</li> <li data-bbox="164 1514 1398 1574">• The mobilisation of the Austrian armies was as slow as it had been during the Napoleonic Wars, allowing the French ten days to move their troops into Piedmont by rail.</li> <li data-bbox="164 1594 1398 1655">• The defeat of Austria was due mainly to the superiority of the French armed forces, which were effectively led by Napoleon III.</li> <li data-bbox="164 1675 1398 1762">• The two main battles of Solferino and Magenta were essentially French victories as not a single Piedmontese soldier lost his life at Magenta, and Piedmontese troops were mainly engaged at San Martino on the day of the Battle of Solferino.</li> </ul>	

Question	Mark scheme
2(c)(ii)	<p>'The leadership of Garibaldi was the main reason that the invasion of Naples and Sicily in 1860 was a success.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the leadership of Garibaldi</li> <li>• the uprising in Sicily.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Garibaldi was popular with many Italians because of his successes in the war of 1859. He formed a volunteer unit which won victories over the Austrians at Varese, Como, and other places.</li> <li>• Garibaldi's Thousand were enthusiastic, extremely popular with the local people and led by a general who had many years of experience of guerrilla warfare.</li> <li>• Garibaldi attracted support from men of property. They saw him and the annexation by Piedmont as the only hope of restoring order. Garibaldi encouraged these hopes when he suppressed peasant revolts in Sicily.</li> <li>• His tactics proved decisive at the Battle of Calatafimi. He used the tactic of an uphill bayonet charge. He saw that the hill the enemy had taken position on was terraced, and the terraces would give shelter to his advancing men.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The rising in Palermo, Sicily in April 1860 was not due to Garibaldi. It was the work of a group of Mazzinian Republicans led by Francesco Crispi.</li> <li>• The support that the uprising in Sicily received was due to disappointment with the continued conservatism of the young King Francis II, who had recently succeeded to the throne of Naples.</li> <li>• Peasant revolt in Sicily assisted Garibaldi's success on the island. The spread of disorder from peasants and town workers in Naples provided even greater popular support for Garibaldi's invasion and occupation.</li> <li>• The presence of British ships discouraged Neapolitan forces from attacking Garibaldi when he landed in Sicily and later when he crossed the Straits of Messina.</li> </ul>	



Question	Mark scheme
3(a)	<p>What impression does the author give about Nazi policies regarding employment?            You <b>must</b> use Extract C to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the Nazi unemployment policies were less effective than the statistics suggested.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that the official figures did not include unmarried men under 25.</li> <li>• The language used by the author, including the 'the Nazis used a number of dubious methods'.</li> <li>• The author has selected evidence of the methods used by the Nazis to bring down unemployment figures, such as women who had been removed from their jobs and has not included the more positive methods.</li> </ul>	

Question	Mark scheme
3(b)	<p>Explain <b>two</b> effects of hyperinflation on Germany.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mark became worthless and those people with savings or those on a fixed income found themselves penniless and blamed the Weimar politicians.</li> <li>• Serious food shortages led to a rise in prices of necessities, more especially food as farmers were reluctant to sell their food for worthless money.</li> <li>• Some people benefited. Business people who had borrowed money from the banks were able to pay off these debts.</li> </ul>	

Question	Mark scheme
<p><b>3(c)(i)</b></p>	<p>'The Depression was the main reason that Hitler became Chancellor of Germany in January 1933.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Depression</li> <li>• the role of the Sturmabteilung (SA).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Depression led to a rise in unemployment, which exceeded six million by January 1932. Many of the unemployed were prepared to support extreme parties such as the Nazis and Communists if they promised to reduce unemployment and provide jobs.</li> <li>• The Depression greatly increased the unpopularity of the Weimar Republic, which seemed unable to solve Germany's problems, especially unemployment.</li> <li>• The economic crisis finally brought an end to parliamentary democracy because the Social Democrats withdrew from the government as they opposed Brüning's policies for dealing with unemployment.</li> <li>• From 1930 onwards, Brüning had to fall back on Article 48, which gave the President special emergency powers. He became increasingly reliant on President Hindenburg, who was influenced by business and army leaders.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Many Germans were impressed with the discipline of the SA, which seemed to suggest that Hitler and the Nazis could provide the strong government that Germany needed.</li> <li>• Nazi propaganda also increased the popularity of Hitler and the Nazi Party. Josef Goebbels ensured that the Nazi message was simple, frequently repeated and heard everywhere.</li> <li>• Hitler himself played a leading role through his popular appeal and speeches. In his speeches, he claimed that parliamentary democracy did not work and that the Nazis could provide strong government. In his speeches he could be all things to all people.</li> <li>• Hindenburg and von Papen were important in bringing Hitler to power. They both plotted to make Hitler chancellor, believing that they could use Hitler and the Nazis to save Germany and bring stability. Von Papen promised Hindenburg that he would be able to control Hitler.</li> </ul>	

Question	Mark scheme
<p><b>3(c)(ii)</b></p>	<p>'It was the Nuremberg Laws that had the worst impact on life for the Jews in Germany in the years 1933–39'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• shop boycotts</li> <li>• the Nuremberg Laws.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Nuremberg Laws seriously undermined the position of the Jews in Germany and set a precedent for the later Nazi anti-Semitic policies.</li> <li>• The Reich Law on Citizenship stated that only those of German blood could be German citizens.</li> <li>• Jews now lost their citizenship as well as their political rights, including the right to vote and hold government office.</li> <li>• The Nuremberg Laws also attacked the social position and rights of Jews. The Law for the Protection of German Blood and Honour forbade marriage and sexual relations between Jews and German citizens.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The shop boycotts of 1933, organised by the SA, threatened the economic livelihood of the Jews. The SA painted 'Jude' on the windows of shops and persuaded many Germans not to enter Jewish shops.</li> <li>• The Jews also increasingly suffered discrimination in public places. In 1934 local councils banned Jews from public spaces such as parks, playing fields and swimming pools. In 1935 restaurants were closed to all Jews.</li> <li>• From 1936 the professional activities of Jews were banned or restricted by the Nazis, including the activities of vets, doctors, dentists, accountants, surveyors and teachers.</li> <li>• During <i>Kristallnacht</i>, November 1938, there were anti-Jewish demonstrations organised by the SA and attacks on Jewish property, including shops, synagogues and homes.</li> </ul>	

Question	Mark scheme
4(a)	<p>What impression does the author give about the 'Quit India' campaign of 1942?</p> <p>You <b>must</b> use Extract D to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the campaign achieved very little and damaged the Congress Party.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that 1000 deaths were caused by the campaign and Congress virtually ceased to exist.</li> <li>• The language used by the author, including 'mistake' and 'serious effect'.</li> <li>• The author has selected evidence to show the failure of the Quit India campaign, especially the arrest of leaders of Congress, including Gandhi, and has ignored the achievements of the campaign.</li> </ul>	

Question	Mark scheme
4(b)	<p>Explain <b>two</b> effects of the Government of India Act (1935) on India.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It set up a new system of government for India, which would begin in 1937 and gave the Indians a much greater say in their government.</li> <li>• It gave much more power to the national and provincial assemblies that had been set up in 1919. In 1937, the British handed over control of these provincial governments to a parliament controlled by the people who lived there.</li> <li>• There were mixed reactions, with some Indians opposed to the Act because it left the British in control of the armed forces and India's relations with other countries. However, most Indian leaders supported the new system.</li> </ul>	

Question	Mark scheme
4(c)(i)	<p>'The main reason for growing opposition to British rule in India in the years 1919–29 was the activities of Gandhi.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Amritsar Massacre</li> <li>• activities of Gandhi.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Gandhi believed in peaceful protest, based on his belief in <i>satyagraha</i> or soul force. This means that his methods were sit-down protests, strikes, marches and boycotts. Even if provoked, he insisted that his followers must not fight back.</li> <li>• The Congress Party had been supported only by educated Indians, but Gandhi made the movement for independence a popular one. He worked with all Indians, whatever their caste or religion – Hindus and Muslims as well as the untouchables, whom he called <i>Harijans</i>, meaning 'little brother'.</li> <li>• Gandhi was keen to weaken Britain's economic power in India and encouraged his supporters not to buy imported British-made clothes, but instead urged them to spin and weave their own clothes.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The massacre led to the death of 379 Indians with a further 1200 wounded, who had been protesting peacefully against the arrest of two of their leaders by the British.</li> <li>• After the killings in Amritsar, many Indians saw their British rulers as tyrants and they never trusted them again. It was a great boost to the demand for independence.</li> <li>• The Indian National Congress had been set up in the 1880s to bring about independence. At first it wanted to share power with the British, but the Amritsar massacre changed that. They began working to overthrow the British.</li> <li>• Many Indians were disappointed with the 1919 Government of India Act. It did not give Indians all they wanted. They were allowed a national parliament and local parliaments.</li> <li>• However, their powers were very limited. The decisions of these parliaments could be blocked by the Viceroy and the British kept control of finance and the law.</li> </ul>	

Question	Mark scheme
4(c)(ii)	<p data-bbox="371 248 1150 322">'The main reason for the partition of India was the appointment of Mountbatten as Viceroy of India.'</p> <p data-bbox="371 338 900 371">How far do you agree? Explain your answer.</p> <div data-bbox="512 387 1272 584" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="523 398 1027 432">You may use the following in your answer:</p> <ul data-bbox="572 445 852 524" style="list-style-type: none"> <li data-bbox="572 445 852 479">• communal violence</li> <li data-bbox="572 495 778 524">• Mountbatten.</li> </ul> <p data-bbox="523 539 1043 573">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="371 595 1347 656"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="509 674 1358 734"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="164 763 429 797"><b>Marking instructions</b></p> <p data-bbox="164 808 1355 869">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 data-bbox="164 887 1318 976">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 data-bbox="164 994 395 1028"><b>Indicative content</b></p> <p data-bbox="164 1043 828 1077">Relevant points that support the statement may include:</p> <ul data-bbox="164 1093 1362 1339" style="list-style-type: none"> <li data-bbox="164 1093 1362 1182">• In the spring of 1947, Attlee announced that Britain would withdraw from India in June 1948 and appointed a new Viceroy to oversee this – Mountbatten. On arriving in India, Mountbatten tried to avoid partition, but could not find a solution which would satisfy both the Hindus and Muslims.</li> <li data-bbox="164 1200 1362 1261">• Mountbatten quickly became convinced that partition could not be avoided and that the date for independence should be moved forward to August of 1947.</li> <li data-bbox="164 1279 1362 1339">• Mountbatten managed to persuade Nehru, the leader of the Congress Party in the national parliament, that this was the only solution.</li> </ul> <p data-bbox="164 1357 804 1391">Relevant points to counter the statement may include:</p> <ul data-bbox="164 1406 1406 1765" style="list-style-type: none"> <li data-bbox="164 1406 1406 1467">• In 1946 violence broke out between Hindus and Muslims. 5000 Muslims were killed in Calcutta, and Muslims slaughtered Hindus in Bengal.</li> <li data-bbox="164 1485 1406 1545">• This hatred increased the rivalry between the two religious groups as well as between Congress and the Muslim League and made it even more difficult to find a solution that would avoid partition.</li> <li data-bbox="164 1563 1406 1653">• The new Labour Government under Attlee had long been supporters of Indian independence and wanted to reduce the financial costs of the empire. They wanted a united independent India, but developments in India led to the decision to agree to partition.</li> <li data-bbox="164 1671 1406 1765">• There were profound differences between the views of Congress and the Muslim League led by Mohammed Jinnah. Congress wanted an independent but united India. The Muslim League was demanding a separate state: Pakistan.</li> </ul>	



Question	Mark scheme
5(a)	<p>What impression does the author give about the Stakhanovite movement?</p> <p>You <b>must</b> use Extract E to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the Stakhanovite movement was not popular with other workers in industry.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that workers expressed resentment against the Stakhanovites and even attacked them.</li> <li>• The language used by the author, including 'artificial nature', 'expressed resentment'.</li> <li>• The author has selected evidence of the negative features of the Stakhanovite movement insisting it was a propaganda ploy which was exposed after Stalin's death and highlighting the opposition from foremen and engineers.</li> </ul>	

Question	Mark scheme
5(b)	<p>Explain <b>two</b> effects of the Show Trials of 1936 on the Soviet Union.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin was able to use the trials to finally remove the threat from the 'Old Bolsheviks' such as Kamenev and Zinoviev, who were forced to confess to crimes they had not committed.</li> <li>• The confessions given by the accused were used by Stalin to justify his purges of the Communist Party and to further discredit Trotsky.</li> <li>• The publicity given by the trials served as a further warning to any opponents in the Soviet Union and strengthened the position of Stalin.</li> </ul>	

Question	Mark scheme
5(c)(i)	<p>'The main reason that Stalin won the leadership struggle of 1924–29 was his position as General Secretary of the Communist Party.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• position as General Secretary</li> <li>• Trotsky.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Stalin used his position as General Secretary to appoint officials who supported him and he removed supporters of Trotsky. He used this position to build up a power base in the Communist Party and win the support of party officials.</li> <li>• As General Secretary, he was able to persuade other leading Bolsheviks to keep Lenin's Last Will and Testament secret.</li> <li>• As General Secretary, he was able to play off his rivals against each other, especially Kamenev, Zinoviev, Bukharin and Trotsky until he had eventually removed each of them.</li> <li>• He used his position to exploit the cult of Lenin, building up an image of someone who was close to Lenin and therefore his natural successor.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Trotsky was seen by many party members as an outsider, partly because he was Jewish but also because from 1903 to 1917 he had been a Menshevik.</li> <li>• He underestimated Stalin and was outmanoeuvred by him. As leader of the Red Army, he had the power to remove Stalin but instead resigned as Commander.</li> <li>• Lenin's funeral played a part because Stalin appeared as chief mourner while Trotsky was conspicuous by his absence. Trotsky was ill and Stalin tricked him into believing the funeral was the following day.</li> <li>• Ideological factors: Stalin's 'socialism in one country' won support within the Communist Party, Trotsky believed in world revolution and most Russians and members of the Communist Party preferred to concentrate on strengthening their own country.</li> </ul>	

Question	Mark scheme
5(c)(ii)	<p>'The main effect of collectivisation on the Soviet Union in the years 1928–41 was the removal of the kulaks.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the kulaks</li> <li>• Motor Tractor Stations.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Stalin removed the kulaks, many of whom opposed collectivisation and attacked party officials. They burned their crops and animals rather than hand them over to the communists.</li> <li>• Millions of kulaks were imprisoned, sent to Siberia, shot or even sent to work in the new factories.</li> <li>• The removal of the kulaks enabled Stalin to achieve full control of the countryside and forge ahead with further changes. The peasants never again openly rebelled against communist rule.</li> <li>• By identifying the kulaks as the enemies, Stalin was able to frighten middle and poorer peasants into joining the kolkhozes.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• By 1933, there were 2900 Motor Tractor Stations (MTS) that controlled more than 120 000 tractors. There was normally one MTS for every 40 collectives.</li> <li>• The MTS hired out tractors to the collectives which led to mechanisation gradually replacing the old primitive farming methods and improved productivity.</li> <li>• One major effect was famine. There was serious famine in the Ukraine from 1932–33, which caused the death of six to ten million.</li> <li>• Peasant opposition led to a serious decline in grain production from 73.3 million tonnes in 1928 to 67.8 million in 1934. This was worsened by the government policy of seizing the grain.</li> </ul>	

Question	Mark scheme
6(a)	<p>What impression does the author give about US support for the Hungarian uprising of 1956?</p> <p>You <b>must</b> use Extract F to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the USA encouraged the Hungarian uprising to happen, but US support for the Hungarian uprising when it was occurring was very limited.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that the idea that the USA did not even consider giving military support to the Hungarians.</li> <li>• The language used by the author, including 'the fight for freedom was a sham'.</li> <li>• The author has selected evidence of the lack of support by Eisenhower and the Americans for the Hungarian uprising, especially the reasons he would not help, but has ignored other circumstances at the time.</li> </ul>	

Question	Mark scheme
6(b)	<p>Explain <b>two</b> effects of the Berlin crisis of 1948–49 on superpower relations.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It greatly increased rivalry between the USA and the Soviet Union. Truman saw the crisis as a great victory. West Berlin had survived and stood up to the Soviet Union.</li> <li>• For Stalin it was a defeat and a humiliation, although this was not what the Soviet people were led to believe. Stalin was more determined than ever to remove allied influence in Berlin.</li> <li>• The crisis convinced Truman of the need to strengthen Western Europe against Soviet expansion and led to the setting up of NATO.</li> </ul>	

Question	Mark scheme
6(c)(i)	<p>'The main reason for worsening relations between the USA and the Soviet Union in the years 1945–47 was Soviet expansion in Eastern Europe.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Soviet expansion</li> <li>• US policy of containment.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Britain and the USA were alarmed by Stalin's actions in Eastern Europe. Roosevelt and Churchill had agreed that Eastern Europe should be a 'Soviet sphere of influence' and that Stalin would heavily influence the region. However, they had not expected the setting up of an 'iron curtain' with countries in Eastern Europe now in the Soviet orbit.</li> <li>• They were convinced that democratically elected governments, which would have also remained friendly to the Soviet Union, could have been set up in each country. This is when the major differences began to develop.</li> <li>• Stalin believed that he could only ensure the support of the countries of Eastern Europe by setting up Soviet-controlled communist governments. Truman saw this as a blatant attempt by Stalin to spread communism throughout Europe.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The policy of containment increased the tension between the USA and the Soviet Union. Truman had publicly stated that the world was divided between two ways of life: the free, non-communist; and the unfree, communist.</li> <li>• Within a year, the first serious crisis of the Cold War would begin over Berlin as the USA became committed to the policy of containment and far more involved in European affairs.</li> <li>• The Marshall Plan increased divisions between east and west. Stalin was initially involved but withdrew the Soviet Union from discussions because he did not trust the USA and did not want to show how weak the Soviet Union really was economically.</li> <li>• Stalin prevented eastern European countries, such as Czechoslovakia and Poland, from becoming involved and accused the USA of using the plan for its own selfish interests – to dominate Europe and boost the US economy.</li> <li>• Rivalry also increased due to the Potsdam Conference of 1945. Truman and Stalin disagreed about free elections.</li> </ul>	

Question	Mark scheme
6(c)(ii)	<p>'The building of the Berlin Wall was the most serious crisis between the USA and the Soviet Union in the years 1960–68.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the building of the Berlin Wall (1961)</li> <li>• the Cuban Missile Crisis (1962).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The construction of the Berlin Wall led to a serious stand-off between the two superpowers. The USA disputed the right of Soviet troops to patrol and guard the checkpoints to the Wall as well as to check the passports of American officials who passed through these checkpoints.</li> <li>• The Americans stationed their own troops and tanks on the western side of the checkpoints, which, in turn, provoked a Soviet response which placed its own tanks on the East German side.</li> <li>• Kennedy was infuriated with the Soviet Union for the construction of the Wall, more so because he seemed to have been out-manoeuvred by Khrushchev. Kennedy's visit to West Berlin following the building of the Wall increased rivalry when he made speeches promising American support for West Berlin.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Cuban Missile crisis did, at first, intensify rivalry between the USA and the Soviet Union. The two superpowers were on the brink of nuclear war.</li> <li>• Kennedy seemed to have won the war of words and the perception was that Khrushchev had backed down. Many people saw Kennedy as a great statesman who had stood up to the communists.</li> <li>• However, the crisis eventually brought better relations between the two superpowers with the opening of the 'hot line' between Washington and Moscow and the signing of the Partial Test Ban Treaty in 1963.</li> <li>• The U2 Crisis of 1960 also increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.</li> <li>• The Soviet invasion of Czechoslovakia in 1968 temporarily worsened relations between the superpowers, with the USA protesting about Soviet actions.</li> </ul>	



Question	Mark scheme
7(a)	<p>What impression does the author give about the women's liberation movement?</p> <p>You <b>must</b> use Extract G to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the women's liberation movement damaged the women's movement.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that that their activities did more harm than good.</li> <li>• The language used by the author, including 'brought ridicule to the movement' and 'distraction from the key issues'.</li> <li>• The author has selected evidence of the more extreme activities of the women's liberation movement, such as burning their bras in public, and ignored their positive achievements.</li> </ul>	

Question	Mark scheme
7(b)	<p>Explain <b>two</b> effects of the Washington Peace March (1963) on the USA.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The march on Washington was hailed as a great success. It was televised across the USA and did much for the civil rights movement. It brought together different sections of US society and put further pressure on President Kennedy to move forward on civil rights.</li> <li>• After the march, King and the other leaders met President Kennedy to discuss civil rights legislation. Kennedy was keen to let them know of his own commitment to the Civil Rights Bill.</li> <li>• It increased the popularity of Martin Luther King and support for his peaceful methods of campaigning for civil rights, especially after his 'I have a dream' speech.</li> </ul>	

Question	Mark scheme
7(c)(i)	<p>'The main reason for progress in the civil rights movement in the 1950s was the role of Martin Luther King.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• events at Little Rock High School (1957).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• King's leadership was very important in the Montgomery Bus Boycott which challenged segregation in public transport and led to a Supreme Court ruling banning such segregation. He had the ability to inspire those who worked with him.</li> <li>• His idea of using non-violent tactics was similar to the ideas of Gandhi in India, and soon there were many civil rights activists keen to follow King's methods in the quest for equality.</li> <li>• Following the boycott, King was instrumental in setting up the Southern Christian Leadership Conference and became its president in 1957. This organisation played an important role in campaigning for civil rights.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Little Rock High School involved the president, demonstrating that civil rights was an issue that could no longer be ignored. It showed that states could be overruled by the federal government when necessary.</li> <li>• The events at Little Rock got massive publicity as they were shown on television and in newspapers across the world. Many US citizens saw, for the first time, the racial hatred that existed in the southern states.</li> <li>• The <i>Brown v. Topeka</i> case highlighted the importance of challenging discrimination and segregation through the Supreme Court.</li> <li>• It was the first successful challenge to segregation in education, with the Supreme Court ruling against the idea of 'separate but equal'.</li> <li>• The Montgomery Bus Boycott itself was important because it showed that unity and solidarity could win and offered hope to those who were fighting for civil rights.</li> </ul>	

Question	Mark scheme
7(c)(ii)	<p>'The main achievement of the student movement was the setting up of the Students for a Democratic Society (SDS).'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Students for a Democratic Society</li> <li>• the Vietnam War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The SDS first achieved national prominence when, in 1964, it helped to organise the 'free speech movement' in the University of California at Berkeley. Up to half of Berkeley's 27 500 students took part in this campaign in 1964 and 1965.</li> <li>• The SDS did much to encourage student radicalism and demands for a greater say in the running of their universities.</li> <li>• The SDS did much to influence attitudes to the war in Vietnam by organising draft card burnings and occupying buildings in universities and harassing campus recruiters for the CIA.</li> <li>• Although the SDS and student protests did not bring an end to the war in Vietnam, there is no doubt that they helped to force a shift in government policy and make the withdrawal from Vietnam much more likely.</li> <li>• Their opposition to US involvement in the war in Vietnam did much to influence Johnson's decision not to seek re-election for the presidency in 1968.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• In 1964, student societies organised rallies and marches to support the civil rights campaign. They provided greater publicity for the fight against racism still prevalent in US society.</li> <li>• The support of many white students for black civil rights strengthened the whole movement and showed that most American youths would not tolerate discrimination and segregation.</li> <li>• In 1964 students became involved with schemes to improve urban ghetto areas such as in Newark and Detroit to name a couple, under the Economic Research and Action Project (ERAP) and helped in the revitalisation of such areas.</li> </ul>	

Question	Mark scheme
8(a)	<p>What impression does the author give about the Treason Trial of 1956–61?</p> <p>You <b>must</b> use Extract H to explain your answer.</p> <p><b>Target: AO4 (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>The author gives the impression that the Treason Trial was almost a success for the Defiance Campaign.</p> <p>This is shown as follows.</p> <ul style="list-style-type: none"> <li>• The extract says that it was 'badly organised' and the government were eventually not able to prove anything.</li> <li>• The language used by the author, including 'dragged on for years'.</li> <li>• The author has selected evidence to show the failure of the Treason Trial and the benefits that were gained from it by the Defiance Campaign.</li> </ul>	

Question	Mark scheme
8(b)	<p>Explain <b>two</b> effects of the Group Areas Act (1950) on South Africa.</p> <p><b>Targets:</b>   <b>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 of 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It reduced further the rights of black South Africans by taking away the right to own property which black people had been given in certain urban areas. Under the excuse of 'slum clearance', these people were relocated many miles away.</li> <li>• The Act affected about 600 000 people, especially those designated as 'Coloured' and 'Indian'. In Cape Town alone, over 30 000 'Coloured' people were relocated over the next 25 years.</li> <li>• Sophiatown in Johannesburg, which was an area where black people owned their houses or rented it from black owners, was declared a 'white' area, and people were forcibly removed to the township of Soweto.</li> </ul>	

Question	Mark scheme
8(c)(i)	<p>'The main effect of the Sharpeville Massacre of 1960 was to encourage the 'Spear of the Nation' campaign.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the 'Spear of the Nation' campaign</li> <li>• international reaction.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Sharpeville was the end of the line for non-violence as far as Nelson Mandela and many other members of the ANC were concerned. Mandela went underground to plan the campaign of sabotage and avoided the authorities for seventeen months.</li> <li>• Mandela argued that the violence had been started by the government and set up the Spear of Nation campaign to carry out an armed struggle against apartheid.</li> <li>• Black activists were encouraged to attack where it would hurt without bloodshed, blowing up unstaffed targets such as electricity pylons.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Sharpeville shocked international opinion. From all over the world came demands that apartheid should end. Investors took their money out of South Africa and the economy was badly affected.</li> <li>• The UN called for sanctions against South Africa and the British Commonwealth Conference criticised South Africa, which now left the Commonwealth.</li> <li>• Trouble continued in the Cape. On 30 March, Philip Kgosana, the local PAC leader, led 30 000 marchers right into the centre of Cape Town to the Houses of Parliament to protest against Sharpeville. Kgosana was arrested.</li> <li>• The government decided on total repression and declared a state of emergency. It called out its reserve army, arrested thousands of leading demonstrators and outlawed the ANC and PAC.</li> <li>• Africans burnt pass books all over South Africa in protest and held stay-at-home protests. Young Africans left South Africa to train abroad as guerrillas.</li> </ul>	

Question	Mark scheme
8(c)(ii)	<p>'The main reason for relaxation in apartheid in the years 1980–91 was the work of President P W Botha.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• President P W Botha</li> <li>• Sanctions.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Botha was convinced that the apartheid system was not working and was restricting the economic growth of South Africa.</li> <li>• Botha realised that the apartheid system was preventing the growth of a skilled labour force. His reforms were designed to support the demands of big business by removing some of apartheid's petty restrictions and unfairness.</li> <li>• He wanted to create a black middle class that would have a stake in and support the existing the apartheid system and reduce support for black protest. This was known as 'Winning Hearts and Minds'.</li> <li>• Sanctions had limited effects because they did not cover everything and because many companies found ways round the laws and went on trading.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Sanctions badly affected the South African economy. In 1986 both the USA and the EEC imposed new sanctions against South Africa.</li> <li>• Sanctions cost South Africa millions of pounds over the next few years and doubled unemployment in the townships.</li> <li>• De Klerk played an important role in relaxing apartheid realising that more had to be done to restore law and order and prevent the outbreak of civil war.</li> <li>• De Klerk began to demolish petty apartheid. Beaches were opened to people of all races and he announced that the Separate Amenities Act which had segregated public places would be removed.</li> </ul>	



# Pearson Edexcel International GCSE

## History

Level 1/2

**Paper 2: Investigation and Breadth Studies**

Sample assessment materials for first teaching  
September 2017

**Questions, Sources and Extracts Booklet**

Paper Reference

**4HI1/02**

**You will need:**

Answer Booklet

Turn over ►

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## Contents

### Investigation and Breadth Studies

Answer **TWO** questions, **ONE** from Section A and **ONE** from Section B:

Answer the questions in the Answer Booklet.

#### Section A: Historical investigation

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

A2 Russia and the Soviet Union, 1905–24

A3 The USA, 1918–41

A4 The Vietnam Conflict, 1945–75

A5 East Germany, 1958–90

#### Section B: Breadth study in change

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

B2 Changes in medicine, c1848–c1948

B3 Japan in transformation, 1853–1945

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

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

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

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

B8 Diversity, rights and equality in Britain, 1914–2010

## Section A: Historical investigation

Answer **ONE** question.  
You should spend about 45 minutes on this section.

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

- (a) Describe **TWO** features of **EITHER** the First Moroccan Crisis (1905–6) **OR** the Battle of the Somme (1916).

(6)

- (b) Study Sources A and B.

**Source A:** From *A Company of Tanks*, published in 1920 by a British tank commander. He is describing the use of tanks during the Battle of Amiens, August 1918.

We had repeated the success of Cambrai. This is because we had broken through the German trenches and taken a great number of German prisoners. The thick mist at dawn had protected the tanks, but it had not been dense enough to seriously handicap the drivers. The advance, spearheaded by the tanks, had been rapid, and only in one or two villages had the enemy shown any strong defence.

**Source B:** From an account by a British commander, published in 1947. He served on the Western Front in 1918.

Tanks only really affected the morale of the British soldiers. From what I saw, it was clear that the troops were pleased to see them. Tanks were of some use for crushing enemy machine gun posts and artillery. They were less effective in moving across enemy territory where there were huge craters and damaged trenches.

How far does Source A support the evidence of Source B about the use of tanks on the Western Front in 1918?

Explain your answer.

(8)

(c) Study Extract C.

**Extract C:** From *A History of Britain*, published in 2010.

The main reason for the German defeat in 1918 was the effective use of tanks, especially by the British. In addition, by mid-1918, the Germans had several weaknesses. Their soldiers were exhausted after Ludendorff's failed offensives of March–June. The German war effort had been seriously disrupted by the British naval blockade. On the other hand, the Allies had several advantages. Their armies were being constantly reinforced by the arrival of American troops. The unified command under General Foch enabled the Allies to coordinate their attacks.

Extract C suggests that the main reason for the defeat of Germany in 1918 was the use of tanks.

How far do you agree with this interpretation?

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

(16)

**(Total for Question A1 = 30 marks)**

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

- (a) Describe **TWO** features of **EITHER** the October Manifesto (1905) **OR** the New Economic Policy.

(6)

- (b) Study Sources A and B.

**Source A:** From the diary of a White commander, written in May 1919, during the Russian Civil War.

We had to remove any opposition in areas under our control. Our White soldiers on horseback entered the village. We found the members of the Bolshevik committee and put them to death. After the executions, the houses of the committee members were burned. The male population under 45 were whipped. Then the population was ordered to bring for the soldiers, without payment, bread and the best cattle, horses, pigs and fowl.

**Source B:** From the *Memoirs of a Revolutionary* by Victor Serge, published in 1945. Here he is writing about the Russian Civil War.

The disaster of the Whites was the result of several major errors. It was due to cruelty and terror in areas under their control, where they committed numerous atrocities. It was also caused by their failure to have the intelligence and courage to carry out reform in the territories they had seized from the Bolsheviks. Finally, it was because they restored control to privileged groups such as generals, senior clergy and landlords.

How does Source A support the evidence of Source B about the Whites during the Civil War?

Explain your answer.

(8)

(c) Study Extract C.

**Extract C:** From *A Modern World History*, published in 1996.

The Red Army was united and disciplined, and it was brilliantly led by Trotsky. The Bolsheviks controlled the internal lines of communication. This enabled them to move troops quickly and effectively by rail. However, the main reason for the Bolshevik victory was the weaknesses of the Whites. In contrast to the Bolsheviks, they were not united. They were made up of many different groups with different aims. They were also widely spread out, so they were unable to co-ordinate their campaigns against the Reds.

Extract C suggests that the main reason for the Bolshevik victory in the Civil War was the weaknesses of the Whites.

How far do you agree with this interpretation?

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

(16)

**(Total for Question A2 = 30 marks)**

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### A3 The USA, 1918–41

- (a) Describe **TWO** key features of **EITHER** the Bonus Marchers **OR** the Hundred Days (1933).

(6)

- (b) Study Sources A and B.

**Source A:** From an article about jazz music in a US magazine published in 1921, with the title *Does Jazz Put the Sin in Syncopation?*

In recent times, jazz music has become very popular in this country. It has been used by barbaric people to stimulate brutality. Scientists have also shown that jazz music has a demoralising effect on the human brain. It stimulates the most extreme reactions, is harmful and dangerous and its influence is totally bad on those who listen to it.

**Source B:** From an article by a popular jazz musician in 1923.

Jazz is entering more and more into the daily lives of people because of the influence of black musicians. These musicians are not being held back by tradition. They have new ideas and constantly experiment. They are causing new blood to flow into the veins of music. Jazz has come to stay because it is an expression of the times – breathless, exciting, creative and super-active.

How far does Source A support the evidence of Source B about jazz music in the USA in the 1920s?

Explain your answer.

(8)



(c) Study Extract C.

**Extract C:** From *A History of the USA*, published in 2009.

In the USA in the 1920s, there was a growth in the popularity of many forms of entertainment, including sport, radio and the cinema. Americans began to look for ways to fill their spare time, especially as many were now better paid. In the early 1920s, sports such as baseball became a popular pastime for many Americans. A visit to the cinema became an important part of life in the USA. Moreover, 40 per cent of US homes had a radio set by 1930. However, the most popular form of entertainment was jazz music, especially with young middle-class whites.

Extract C suggests that the most popular form of entertainment in the USA in the 1920s was jazz music.

How far do you agree with this interpretation?

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

(16)

**(Total for Question A3 = 30 marks)**

#### A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** key features of **EITHER** the Tet Offensive (1968) **OR** the policy of Vietnamisation.

(6)

- (b) Study Sources A and B.

**Source A:** From a speech by President Eisenhower to Congress, April 1954.

You now have a row of dominoes set. You knock over the first one. What will happen to the last one is the certainty that it will go over very quickly. More people have already come under communist domination. Asia has already lost some 450 million of its peoples to the communist dictatorship. We simply can't afford even greater losses of materials and millions and millions more people to communism.

**Source B:** From a speech by President Johnson to Congress, 5 August 1964.

The threat to the free nations of Southeast Asia has long been clear. The North Vietnamese regime has constantly tried to take over South Vietnam and Laos. As President of the United States, I ask Congress to support me in making clear the determination of the US: such threats will be opposed. The United States will continue in its basic policy of assisting the free nations of the area to defend their freedom.

How far does Source A support the evidence of Source B about US policy in Vietnam?

Explain your answer.

(8)

(c) Study Extract C.

**Extract C:** From *A History of the Modern World*, published in 1996.

The main reason for American involvement in South Vietnam was the increased threat from the Vietcong. By 1961, the Vietcong forces were being supported with troops and weapons supplied by Ho Chi Minh's government. As war within Vietnam escalated, President Kennedy sent in more military advisers. His successor, Lyndon Johnson, believed that it was vital to defeat communism in Vietnam. In August 1964, two American ships were fired on by North Vietnamese gunboats in the Gulf of Tonkin. President Johnson persuaded Congress to give him wide powers to expand the war.

Extract C suggests that the main reason for increased US involvement in Vietnam in the years 1954–64 was the threat from the Vietcong.

How far do you agree with this interpretation?

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

(16)

**(Total for Question A4 = 30 marks)**

## A5 East Germany, 1958–90

- (a) Describe **TWO** features of **EITHER** Ostpolitik **OR** the opening of the Berlin Wall (1989).

(6)

- (b) Study Sources A and B.

**Source A:** From a brochure published in East Germany in 1962, with the title *What Should You Know about the Wall?* It is writing about Berlin before the building of the Wall.

We no longer wanted to stand by and do nothing while our doctors, engineers, and skilled workers left us. They were attracted by unfair methods in the West to give up their secure existence in East Germany and work in West Germany or West Berlin. Each year the loss of these workers cost East Germany 3.5 billion marks. Before the building of the Wall in 1961, West Berlin was also a centre for the recruitment of spies.

**Source B:** From a radio broadcast by President Kennedy to the people of the USA, 25 July 1961.

West Berlin, surrounded by Soviet troops, has many roles. It is a showcase of liberty and an island of freedom in a Communist sea. It is also a link with the Free World, a beacon of hope behind the Iron Curtain, a place of escape for refugees. The world is not deceived by the Communist attempt to label West Berlin as a hot-bed of spies and war. There is peace in West Berlin today.

How far does Source A support the evidence of Source B about the situation in Berlin before the building of the Wall in 1961?

Explain your answer.

(8)

(c) Study Extract C.

**Extract C:** From *A Modern World History*, published in 1999.

Berlin was a huge embarrassment to the Soviet Union. American aid helped transform West Berlin into an example of successful capitalism, where people enjoyed the benefits of postwar economic recovery and were able to buy luxury goods. In contrast, people in East Berlin worked long hours and experienced food shortages. However, the main reason for the building of the Wall was the defection of so many East Berliners to West Berlin. Over two million did so up to 1961. In 1961, when the Soviet Union repeated its demand that the West should give up Berlin, President Kennedy refused.

Extract C suggests that the main reason for the building of the Berlin Wall (1961) was to stop the loss of East Germans to the West.

How far do you agree with this interpretation?

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

(16)

**(Total for Question A5 = 30 marks)**

**Section B: Breadth studies in change**

**Answer ONE question.**  
**You should spend about 45 minutes on this section.**

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

- (a) Explain **TWO** ways in which the position of black Americans in the Southern States of the USA was similar before and after the Civil War. (6)
- (b) Explain **TWO** causes of the Mexican War (1846–48). (8)

**EITHER**

- (c) (i) How far did the powers of the federal government change in the years 1783–1809? (16)

You may use the following in your answer:

- the Connecticut Compromise (1787)
- the presidency of Jefferson.

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

**OR**

- (ii) How significant was the Dred Scott case (1857) in the changing relations between the Northern and Southern States of the USA in the years 1820–61? (16)

You may use the following in your answer:

- the Missouri Compromise
- the Dred Scott case.

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

**(Total for Question B1 = 30 marks)**

## B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which surgery in 1848 was different from surgery in 1905. (6)

(b) Explain **TWO** causes of improvements in public health in Britain in the years 1848–78. (8)

### EITHER

(c) (i) How far did the role of women in medicine change in the years 1848–1905? (16)

You may use the following in your answer:

- Florence Nightingale
- Elizabeth Garrett.

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

### OR

(ii) How far were the two World Wars responsible for changes in medical treatment in the years 1914–48? (16)

You may use the following in your answer:

- developments in surgery during the First World War
- the development of penicillin.

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

**(Total for Question B2 = 30 marks)**

### B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which the government of Japan under the Tokugawa was different from the government of Japan after the introduction of the Meiji Constitution (1889). (6)

(b) Explain **TWO** causes of greater democracy during the Taisho period (1912–26). (8)

#### EITHER

(c) (i) How far did the economy of Japan change in the years 1870–1931? (16)

You may use the following in your answer:

- industrial revolution in the Meiji period
- the world Depression in the years 1930–31.

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

#### OR

(ii) How far was the invasion of Manchuria (1931) the key turning point in Japanese expansion in East Asia in the years 1895–1941? (16)

You may use the following in your answer:

- the Russo-Japanese War
- Manchuria.

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

**(Total for Question B3 = 30 marks)**



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

(a) Explain **TWO** ways in which the organisation of agriculture in China under Mao was different from the organisation of agriculture under Deng. (6)

(b) Explain **TWO** causes of the Cultural Revolution. (8)

#### **EITHER**

(c) (i) How far did threats to the government of China change in the years 1911–49? (16)

You may use the following in your answer:

- the Warlords
- Mao and the Chinese Communist Party (CCP), 1935–49.

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

#### **OR**

(ii) How far did the organisation of industry change in China in the years 1949–89? (16)

You may use the following in your answer:

- the Great Leap Forward
- changes under Deng.

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

**(Total for Question B4 = 30 marks)**

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

- (a) Explain **TWO** ways in which the organisation of the League of Nations was similar to the organisation of the United Nations. (6)
- (b) Explain **TWO** causes of the setting up of the League of Nations. (8)

**EITHER**

- (c) (i) How far did the work of international agencies change in the years 1920–2000? (16)

You may use the following in your answer:

- health agencies
- education agencies.

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

**OR**

- (ii) How far did the peacekeeping role of international organisations change in the years 1923–64? (16)

You may use the following in your answer:

- the League of Nations and Manchuria
- the United Nations and the Congo.

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

**(Total for Question B5 = 30 marks)**

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

- (a) Explain **TWO** ways in which guerrilla warfare in the conflict in Vietnam, in the years 1965–73, was similar to guerrilla warfare in Afghanistan during the Soviet occupation (1979–89). (6)
- (b) Explain **TWO** causes of the 'War on Terror'. (8)

### **EITHER**

- (c) (i) How far did aerial warfare change in the years 1945–2011? (16)

You may use the following in your answer:

- 'surgical' air strikes in the Middle East
- drone wars in Pakistan.

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

### **OR**

- (ii) How far did the development of atomic and nuclear weapons change warfare in the years 1945–1991? (16)

You may use the following in your answer:

- the dropping of the atomic bombs
- the theory of mutually assured destruction (MAD).

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

**(Total for Question B6 = 30 marks)**

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

- (a) Explain **TWO** ways in which the terms of the Camp David Agreements (1979) were similar to the terms of the Oslo Peace Accords (1993). (6)
- (b) Explain **TWO** causes of the failure of the 'Roadmap for Peace' (2003). (8)

**EITHER**

- (c) (i) How far was the Peel Commission (1937) responsible for change in the Middle East in the years 1917–47? (16)

You may use the following in your answer:

- the Balfour Declaration (1917)
- the Peel Commission.

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

**OR**

- (ii) How far did relations between Israel and her neighbours change in the years 1948–73? (16)

You may use the following in your answer:

- the Suez Crisis, 1956
- the Yom Kippur War, 1973.

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

**(Total for Question B7 = 30 marks)**

**B8** Diversity, rights and equality in Britain, 1914–2010

- (a) Explain **TWO** ways in which educational opportunities for the working classes in 1945 were different from educational opportunities for the working classes in 1986. (6)
- (b) Explain **TWO** causes of improved rights for sexual minorities in the years 1957–67. (8)

**EITHER**

- (c) (i) How significant was winning the vote in 1918 in changing the lives of women in Britain in the years 1914–45? (16)

You may use the following in your answer:

- the Representation of the People Act (1918)
- the Second World War (1939–45)

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

**OR**

- (ii) How far did the experiences of immigrants in Britain change in the years 1939–71? (16)

You may use the following in your answer:

- the case of *Constantine v Imperial Hotels Ltd* (1944)
- the Race Relations Act (1965)

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

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**(Total for Question B8 = 30 marks)**

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**TOTAL FOR SECTION B = 30 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



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# History

**Level 1/2**

**Paper 2: Investigation and Breadth Studies**

Sample assessment materials for first teaching  
September 2017

**Time: 1 hour 30 minutes**

Paper Reference

**4HI1/02**

**You must have:**

Questions, Sources and Extracts Booklet

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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**TOTAL FOR SECTION A = 30 MARKS**

**SECTION B: Breadth studies in change**

**Answer ONE question.**

**You should spend about 45 minutes on this question.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen question number: **Question B1**     **Question B2**     **Question B3**   
**Question B4**     **Question B5**     **Question B6**   
**Question B7**     **Question B8**

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**TOTAL FOR SECTION B = 30 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**





Mark scheme

Sample assessment materials for first  
teaching September 2017

International GCSE in History (4HI1/02)

Paper 2: Investigation and Breadth Studies

## Generic level descriptors for Paper 2

### Section A Question (a)

**Targets: AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Simple comment is offered about feature(s) with limited or no supporting information.</li> </ul>
2	3–4	<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>
3	5–6	<ul style="list-style-type: none"> <li>Features of the period are explained showing good knowledge and understanding of the period studied.</li> </ul>

### Section A: Question (b)

**Target: AO3 (8 marks):** Use a range of source material to comprehend, interpret and cross-refer sources.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Answer makes 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>
2	3–5	<ul style="list-style-type: none"> <li>Answer offers valid comment that identifies agreement and/or difference, using the 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>
3	6–8	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.</li> </ul>

**Section A: Question (c)**

**Targets:** **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.

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

## Section B Question (a)

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

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

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

## Section B: Question (b)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about cause(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain causes. [AO2]</li><li>• Specific information about the topic is added to support the explanation. [AO1]</li></ul>
<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)

**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>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><b>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

## Section A: Historical investigation

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

Question	Mark scheme
<b>A1(a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the First Moroccan Crisis (1905–6) <b>OR</b> the Battle of the Somme (1916). <b>Target: AO1 (6 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking Instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>For example, for the first Moroccan Crisis (1905-6):</p> <ul style="list-style-type: none"><li>• This was Kaiser Wilhelm's attempt to test the Anglo-French Entente. He visited Tangiers in 1905 and made a provocative speech and spoke in favour of Moroccan independence.</li><li>• There was tension between Germany and France because Morocco was seen as a French area of influence. The Kaiser's visit seemed to suggest that Germany was trying to force its way into Morocco.</li></ul> <p>For example, for the Battle of the Somme (1916):</p> <ul style="list-style-type: none"><li>• The preparations for the offensive were poor. The offensive was preceded by a week-long bombardment with 1500 guns shelling the German lines continuously which did not destroy the barbed wire. When the shelling ended the Germans quickly took up their machine gun posts.</li><li>• There were heavy casualties. It was the worst slaughter ever suffered by the British army with nearly 20,000 killed and 40,000 wounded on the first day.</li></ul>	

Question	Mark scheme
<b>A1(b)</b>	<p>How far does Source A support the evidence of Source B about the use of tanks on the Western Front in 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>
<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>• Sources A and B agree that tanks had some successes. Source A explains the success of the tanks in breaking through at Cambrai, and Source B suggests they were effective in breaking through enemy machine gun posts.</li> <li>• Sources A and B also agree about the success of the tanks with Source A mentioning their success in taking a great number of German prisoners and Source B their success in increasing the morale of the British troops.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the tanks were a total success, breaking through the German trenches but Source B suggests they were less effective in moving across enemy territory.</li> <li>• Source A suggests that the tanks made rapid progress during offensives but Source B says that they were not effective due to enemy craters and damaged trenches.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There are some similarities between Sources A and B, with both mentioning some of the successes of the use of tanks.</li> <li>• The sources strongly disagree about the effectiveness of tanks in breaking through the enemy lines.</li> </ul>	

Question	Mark scheme
<b>A1(c)</b>	<p>Extract C suggests that the main reason for the defeat of Germany in 1918 was the use of tanks.</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: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the view may include:

- Source A suggests that the tanks were very effective during the Battle of Amiens, advancing rapidly and breaking through the German trenches.
- Source B mentions the importance of tanks in improving the morale of the British troops and crushing enemy machine gun positions.
- The British had learned the lessons of 1917, especially the successful breakthrough achieved at Cambrai, mentioned in Source A, but not followed up by the use of infantry.
- Tanks were used very effectively during the Allied counter-offensives of August 1918, as a spearhead to achieve a breakthrough that was followed up by advancing allied troops.

Relevant points to counter the view may include:

- Source B suggests that tanks were not that effective, especially when used on enemy territory where there were huge craters and damaged trenches.
- Extract C mentions other reasons, more especially the failure of the Ludendorff offensives during the spring of 1918 that had left the German troops exhausted and with a much greater area to defend.
- The British naval blockade had seriously weakened the German war effort, as mentioned in Extract C. This had led to a shortage of chemicals and iron ore.
- Extract C stresses the importance of allied advantages. The Allies were constantly being reinforced by fresh American troops, which greatly increased the morale of the French and British troops.



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

Question	Mark scheme
<b>A2 (a)</b>	Describe <b>TWO</b> key features of <b>EITHER</b> the October Manifesto (1905) <b>OR</b> the New Economic Policy. <b>Target: AO1 (6 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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>For example, for the October Manifesto (1905):</p> <ul style="list-style-type: none"><li>• This was introduced by the Tsar during the 1905 Revolution. The Manifesto promised that the Tsar would introduce a duma as well as freedom of speech and an end to censorship.</li><li>• The Manifesto was supported by many liberal politicians because it promised more freedom for the people of Russia and would mean that Russia would have a parliament for the first time.</li></ul> <p>For example, for the New Economic Policy:</p> <ul style="list-style-type: none"><li>• The NEP was supported by the peasants as they would still have to give a fixed amount of grain to the government and could sell their surplus for profit again.</li><li>• The NEP also included the electrification of Russia as Lenin was convinced that electrical power was the key to economic growth.</li><li>• A network of power stations was established in the years after 1921.</li></ul>	

Question	Mark scheme
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the Whites during the Civil War?</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>
<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>• Sources A and B agree that the Whites made use of terror tactics in areas they controlled or captured.</li> <li>• Source B mentions how they carried out numerous atrocities and Source A describes the terror tactics used by them in a village where Bolshevik Committee members were executed and 45 others whipped.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Sources A and B differ, however, because Source A only focuses on the atrocities committed in the village and makes no mention of the other mistakes made by the Whites. Source B, on the other hand, stresses these other shortcomings, especially their failure to carry out reform in the territories they seized.</li> <li>• Source B also emphasises how the Whites often restored control to landlords and generals in the areas they seized, and Source A focuses only on their actions in one village.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There are some differences between Sources A and B, with Source B more focused on the overall weaknesses of the Whites.</li> <li>• However, the sources strongly agree about the cruelty of the Whites in the areas they captured.</li> </ul>	

Question	Mark scheme
<b>A2 (c)</b>	<p>Extract C suggests that the main reason for the Bolshevik victory in the Civil War was the weaknesses of the Whites.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (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 that support the view may include:

- Source A suggests the Whites acted far too cruelly in the areas they captured, often terrorising the local population.
- Source B shows that the Whites made several mistakes. They lost the support of the local population in the areas they captured because they acted with great cruelty, failed to carry out reform and reinstated the old order.
- Extract C highlights further weaknesses of the Whites, including their lack of unity and failure to coordinate their different campaigns.
- The Whites were scattered around the edges of the central area, separated by large distances. This made communications difficult, especially moving men and weapons. It made it very difficult to coordinate the attacks of the various White armies.

Relevant points to counter the view may include:

- Extract C mentions several strengths of the Reds, including the leadership of Trotsky and their control of internal communications.
- The Bolsheviks benefitted from the centralised and unified leadership of Lenin and Trotsky. Lenin was the inspirational figure who provided the central political leadership and direction. Trotsky effectively organised and led the Red Army was able to inspire and rally men.
- In 1918 Lenin introduced War Communism, which was vital in keeping the Red Army supplied with the weapons and food it needed to fight the war effectively.
- The Bolsheviks occupied the central Russian-speaking area of the country, which made the territory easier to control and ensured that they had to travel shorter distances.

### A3: The USA, 1918–41

Question	Mark scheme
A3 (a)	Describe <b>TWO</b> key features of <b>EITHER</b> the Bonus Marchers <b>OR</b> the Hundred Days (1933). <b>Target: AO1 (6 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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>For example, for the Bonus Marchers:</p> <ul style="list-style-type: none"><li>• These were veterans of the First World War who had been promised a bonus for serving in the war, payable in 1945. The veterans felt that they could not wait that long to collect this bonus.</li><li>• Hoover dealt with the Marchers by calling in the army to control the situation. One hundred Bonus marchers were injured.</li></ul> <p>For example, for the Hundred Days:</p> <ul style="list-style-type: none"><li>• During the Hundred Days Roosevelt dealt with the crisis in banking. He declared a national bank holiday, which closed all banks and, in just four days, his aides drafted the Emergency Banking Relief Act.</li><li>• Roosevelt conducted the first of his 'fireside chats.' and spoke on the radio to the people of America. These chats increased support for Roosevelt and the New Deal.</li></ul>	

Question	Mark scheme
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about jazz music in the USA in the 1920s?</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>
<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>• Source A suggests that jazz music had become very popular in the USA in the 1920s. This is supported by Source B which says that jazz music is entering the lives of daily people.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that jazz is having a negative influence, using words such as 'brutality' and 'barbaric'. Source B is much more positive, using words such as 'exciting' and 'creative'.</li> <li>• Source A suggests that it has harmful and dangerous effect, especially to the brain. Source B suggests that it is beneficial, especially to music.</li> <li>• Source A focuses on the effects on people who listen to jazz, and Source B focuses on the jazz musicians themselves.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There are some similarities in that both sources acknowledge the widespread impact of jazz music.</li> <li>• However, the sources strongly disagree about jazz music in the USA, with Source A highlighting its apparently harmful effects and Source B stressing its more beneficial effects.</li> </ul>	

Question	Mark scheme
<b>A3 (c)</b>	<p>Extract C suggests that the most popular form of entertainment in the USA in the 1920s was jazz music.</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:</b> <b>AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (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 that support the view may include:

- Source A, although critical of jazz, suggests that jazz was popular in the USA, especially with young middle class white Americans.
- Source B also suggests that jazz was liked because it was breathless, exciting, creative and super-active.
- The 1920s is known as the 'Jazz Age' because the popular music of the time was jazz. It originated with black slaves who were encouraged to sing in order to increase production.
- Some cities, including New York and Cleveland, prohibited the public performance of jazz in dance halls. However, this only made it more exciting to the young and increased its appeal. Jazz became the great attraction of the night clubs and speakeasies and was brought into homes through radio broadcasts.

Relevant points to counter the view may include:

- Extract C also suggests that other forms of entertainment were popular, including sport. The 1920s was named the 'Golden Age of Sport' with baseball, American football, tennis and boxing all very popular sports.
- Spectators flocked to see sporting events. In 1924, 67 000 people watched the football match between Illinois and Michigan in the Memorial Stadium. In 1926, some 145 000 people saw the boxing match between Jack Dempsey and Gene Tunney.
- The radio was also very popular, with Extract C mentioning that by 1930, 40 per cent of US homes had a radio set. It enabled people to listen to sporting events and music, for example jazz.
- The cinema, as suggested in Extract C, also became an integral part of the lives of Americans. By 1926, there were over 17 000 movie houses, with many in small villages. In 1927 the first 'talkie' was made which made the cinema even more popular. By 1930 over 100 million cinema tickets were sold every week.

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

Question	Mark scheme
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Tet Offensive (1968) <b>OR</b> the policy of Vietnamisation. <b>Target: AO1 (6 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<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>For example, for the Tet Offensive (1968):</p> <ul style="list-style-type: none"><li>• The most dramatic event was when a squad of Vietcong guerrillas fought their way into the grounds of the US Embassy in Saigon. They held out for five hours until it was recaptured and the whole event was shown live on US television.</li><li>• The Tet offensive was a military defeat for the Vietcong as most of the 4500 Vietcong fighters were killed. The support for the offensive from people in the South was disappointing with few joining in.</li></ul> <p>For example, for the policy of Vietnamisation:</p> <ul style="list-style-type: none"><li>• The policy was part of Nixon's promise to withdraw US troops from Vietnam and was part of his election campaign of 1968. In 1969, 36 000 members of the US military had been killed in the war.</li><li>• The Vietnamisation strategy did not work. The ARVN was no match for the communist forces and the US continued to supply military aid.</li></ul>	

Question	Mark scheme
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about US policy in Vietnam?</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:

- Sources A and B agree US interests in Southeast Asia are being threatened by communist expansion. In Source A Eisenhower stresses that the fall of one nation to communism will be followed by the others. In Source B Johnson mentions the threat of a communist take-over of South Vietnam.
- Source A mentions the threat from a communist dictatorship, implying a threat to free nations which is stated explicitly by Johnson in Source B.

Points of difference may include:

- Source A focuses on the more general threat to Asia from the spread of communism, and Source B is much more specific in explaining the threat to South Vietnam from the communist government in the North.
- Source A focuses more on the threat to US economic interests, especially materials in the area. Source B stresses the political threat to free nations.

Points regarding extent may include:

- There are some differences between Sources A and B about the extent of the threat to American interests in the area.
- However, the sources strongly agree about the nature of this threat – the spread of communism.



Question	Mark scheme
<b>A4 (c)</b>	<p>Extract C suggests that the main reason for increased US involvement in Vietnam in the years 1954–64 was the threat from the Vietcong.</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:</b> <b>AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (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:

- Extract C states that the USA feared expansion by North Vietnam and that by 1961 the Vietcong was being supported by Ho Chi Minh.
- In 1960, former members of the Vietminh in South Vietnam, supported by Ho Chi Minh, set up the National Liberation Front to oppose Diem's regime.
- By the end of 1964, there were nearly 60 000 guerrilla groups operating in South Vietnam. They were being supplied by the Ho Chi Minh Trail, which ran from the North of Vietnam to the Vietcong in the south. 35 percent of South Vietnam was in Vietcong hands.

Relevant points to counter the view may include:

- The domino theory was an important reason as mentioned by Eisenhower in Source A – the fear that if South Vietnam fell to the communists, it would lead to the fall of other countries in Southeast Asia.
- Eisenhower applied Truman's containment policy to Asia - and more especially Indo-China - and first stated the domino theory. He was determined to get tough on communism.
- Source B suggests that Johnson fears a takeover of South Vietnam by the North Vietnamese.
- Source B also stresses an additional reason – the determination of the USA to assist free nations to defend their freedom.
- Extract C also mentions the more immediate reason for greater US involvement – the Gulf of Tonkin Incident.

## A5: East Germany, 1958–90

Question	Mark scheme
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> Ostpolitik <b>OR</b> the opening of the Berlin Wall (1989). <b>Target: AO1 (6 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
<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>For example, for <i>Ostpolitik</i>:</p> <ul style="list-style-type: none"><li>• <i>Ostpolitik</i> meant reconciliation in relations and, more widely, it referred to reconciliation between East and West Europe. More especially, it was between the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR).</li><li>• Willi Brandt developed the policy from 1966 when he was foreign secretary of the FRG and he continued the policy when he became Chancellor three years later. In 1970 he negotiated an agreement with the Soviet Union accepting the frontiers of Berlin.</li></ul> <p>For example, for the fall of the Berlin Wall (1989):</p> <ul style="list-style-type: none"><li>• On the evening of 9 November 1989, the East German government announced the opening of the border crossings into West Germany. The people began to dismantle the Berlin Wall, using hammers and chisels to chip away at the Wall.</li><li>• Soon the trickle of individuals passing through the wall became a flood and, within a few days, over one million people per day had seized the chance to see relatives and experience life in the West. Families became reunited after years of separation.</li></ul>	

Question	Mark scheme
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about the situation in Berlin before the building of the Wall in 1961?</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>
<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>• Source A suggests that many East Germans, including doctors and engineers were moving to the West. Source B mentions that the West was an escape hatch for refugees.</li> <li>• Both sources mention the West Berlin and spies. Source A suggests that West Berlin is a centre for the recruitment of spies. Source B also mentions the Soviet claim that West Berlin was a hot-bed of spies.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that East Germans have been attracted to the West by unscrupulous methods. Kennedy in Source B suggests that they move because the West is a beacon of hope.</li> <li>• Source A accuses West Berlin of being a centre for the recruitment of spies as well as hotheads. Source B describes West Berlin as a showcase of liberty and freedom.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There are some similarities in that both sources suggest that refugees are leaving the East for the West.</li> <li>• However, the sources strongly disagree, with Source A much more focused on the exodus of refugees and the negative features of West Berlin while Kennedy in Source B gives a far more positive image.</li> </ul>	

Question	Mark scheme
<b>A5(c)</b>	<p>Extract C suggests that the main reason for the building of the Berlin Wall (1961) was to stop the loss of East Germans to the West.</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: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (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 that support the view may include:

- Source A suggests that the main reason was the loss of refugees as this included doctors, engineers and skilled workers. This was costing East Germany 3.5 thousand million marks a year.
- Source B also stresses the attraction of the West as it was a symbol of freedom and liberty.
- Extract C suggest that over two million East Germans had moved to the West by 1961 and that this was very embarrassing to Khrushchev and the Soviet Government.
- East Germans fled to the West because they were dissatisfied with economic and political conditions at home. It was easy to escape as there was no barbed wire, minefields and watchtowers between the different parts of the city.

Relevant points to counter the view may include:

- Source A also suggests that the Soviet Union saw West Berlin as a centre for spying. By 1961 West Berlin contained the biggest number of spying agencies ever assembled in one place.
- At the Vienna summit of June 1961, Khrushchev again demanded that western forces leave West Berlin. Extract C suggests that the Wall was built because Kennedy refused to leave West Berlin voluntarily.
- Khrushchev saw West Berlin and West Germany as an increasingly threatening to the East militarily. In 1955, Germany had joined NATO and in 1957 it had joined the European Economic Community.
- Extract C also stresses that Khrushchev and the Soviet Union saw Berlin as a huge embarrassment to communism because of the contrast between the standards of living in East and West Berlin.

## Section B: Breadth studies in change

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

Question	Mark scheme
B1 (a)	<p>Explain <b>TWO</b> ways in which the position of black Americans in the Southern States of the USA was similar before and after the Civil War.</p> <p><b>Targets:</b> <b>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 similarity/difference.

#### Indicative content

Relevant points may include:

- A similarity was the lack of political rights continued. Before the Civil War most black Americans were slaves with no political rights. After Reconstruction most states ensured that few black Americans could vote.
- Another similarity was that violence against black Americans in the South continued. Before the Civil War some black Americans experienced brutality from their slave owners. This continued in the Southern States after the Civil War due to the emergence of the Ku Klux Klan.

Question	Mark scheme
<b>B1(b)</b>	<p>Explain <b>TWO</b> causes of the Mexican War (1846–48).</p> <p><b>Targets:</b> <b>AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1836 Texas achieved independence from Mexico and agitated for annexation to the USA. In 1845 Texas was admitted to the Union as a single state and this increased rivalry with Mexico.</li> <li>• The US annexation of Texas angered Mexico, which still claimed sovereignty over the state. Relations deteriorated further due to disputed boundaries between the states.</li> <li>• The US government was unhappy with Mexico because the Mexican government failed to pay some \$2 million in debts owed to American citizens, largely for damage to property destroyed in periods of disorder in Mexico.</li> </ul>	

Question	Mark scheme
<b>B1 (c) (i)</b>	<p>How far did the powers of the federal government change in the years 1783–1809?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Connecticut Compromise (1787)</li> <li>• the presidency of Jefferson.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that there was change may include:</p> <ul style="list-style-type: none"> <li>• Change as the Connecticut Compromise provided a dual system of congressional representation. In the House of Representatives each state would be assigned a number of seats in proportion to its population, while in the Senate each state would have the same number of seats.</li> <li>• Change as The Bill of Rights in 1789–91 (the first ten Amendments to the US Constitution) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states.</li> <li>• Change as Jefferson was determined to reduce the federal role of government in the lives of American people. These changes included Jefferson cutting the costs of federal government by reducing government expenditures in the maintenance of the federal armed and naval forces.</li> <li>• Change as The Virginia and Kentucky Resolutions (1798) declared that state legislatures could declare acts of Congress unconstitutional, on the theory that states' rights overpowered federal rights.</li> <li>• Change as the introduction of the first National Bank in 1791 further extended the powers of the federal government.</li> </ul> <p>Relevant points that suggest that change was limited may include:</p> <ul style="list-style-type: none"> <li>• Continuity as federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced Alien and Seditions Acts which extended the powers of the president to arrest and deport foreign nationals.</li> <li>• Continuity as the introduction of the first National Bank encouraged further opposition to the extension of federal power. Widespread resistance from opponents of increased federal power, including from the Secretary of State Thomas Jefferson.</li> <li>• Continuity as the controversy between the powers of state and national government that had caused the Connecticut Compromise remained alive throughout the presidency of Jefferson. States' rights remained a central issue (e.g. over tariffs and slavery) as did the role of the Supreme Court in deciding whether Congressional acts were constitutional.</li> </ul>	

Question	Mark scheme
B1 (c) (ii)	<p>How significant was the Dred Scott case (1857) in the changing relations between the Northern and Southern States of the USA in the years 1820–61?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Missouri Compromise</li> <li>• the Dred Scott case.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- 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.
- Anti-slavery leaders in the North cited the controversial Supreme Court decision as evidence that Southerners wanted to extend slavery throughout the nation and ultimately rule the nation itself.
- Southerners approved the Dred Scott decision, believing Congress had no right to prohibit slavery in the territories.
- The ruling served to turn back the clock concerning the rights of African-Americans, ignoring the fact that black men in five of the original States had been full voting citizens, dating back to The Constitution of the United States, 1791.

Relevant points that suggest that change was limited may include:

- The Missouri Compromise worsened relations between the North and South. It was criticized by many southerners because it established the principle that Congress could make laws regarding slavery.
- Northerners, on the other hand, condemned the Compromise for accepting the expansion of slavery. Missouri was admitted as a slave state. Nevertheless, the act helped hold the Union together for more than thirty years.
- 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, with the anti-slavery forces led by John Brown and the territory earned the nickname 'bleeding Kansas' due to the deaths that followed.



**B2: Changes in medicine, c1848–c1948**

Question	Mark scheme
<b>B2 (a)</b>	Explain <b>TWO</b> ways in which surgery in 1848 was different from surgery in 1905. <b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• In 1848, anaesthetics were not widely used and most operations were carried out quickly because there was no relief for pain. By 1905 reliable anaesthetics were widely used and surgeons were able to take their time over operations.</li><li>• In 1848, surgeons did not take any precautions to protect open wounds from infection. By the end of the 19<sup>th</sup> century Lister's antiseptic methods were widely used in surgery and surgical instruments were sterilised.</li></ul>	

Question	Mark scheme
B2 (b)	<p>Explain <b>TWO</b> causes of improvements in public health in Britain in the years 1848–78.</p> <p><b>Targets:</b> <b>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.</p>

### Marking instructions

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

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

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

### Indicative content

Relevant points may include:

- In 1854 Dr John Snow made a breakthrough in proving that there was a link between cholera and water supply. He investigated 500 fatal attacks of cholera during ten days and linked them to an infected water supply.
- Chadwick encouraged improvement in public health. He was a civil servant who had discovered that ill health was caused by the foul conditions in which people lived and campaigned throughout the 1840s for improved public health.
- The Public Health Act of 1848 brought some improvements. It set up a General Board of Health in London which was given the power to create Local Boards of Health that could control water supplies, cemeteries and sewage.

Question	Mark scheme
B2 (c) (i)	<p>How far did the role of women in medicine change in the years 1848–1905?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Florence Nightingale</li> <li>• Elizabeth Garrett.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (8 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- Florence Nightingale's work at the hospital at Scutari during the Crimean War brought change, as it did much to enhance the role of women in nursing. In six months she had cut the death rate of wounded soldiers to only two out of every hundred.
- Further change when, in 1860, Florence Nightingale published her 'Notes for Nursing' which soon became a bestseller. Women in nursing was further enhanced in 1860 when Florence Nightingale set up the first Training School for nurses.
- More change when the creation of the Florence School of Nursing created a modern nursing profession. It started with 15 student nurses and by the end of the 19th century just under 2000 nurses had been trained. Nightingale nurses went on to become matrons or to run training schools in other hospitals.
- Other changes were due to Elizabeth Garrett Anderson who trained as a nurse but then went to France in 1870 to complete the examination for Doctor of Medicine. She became the first qualified doctor in Britain.

Relevant points that suggest that change was limited may include:

- There was continuity as Florence Nightingale did not consider that official government recognition of the qualifications of her nurses were necessary. This was out of step with the rest of the medical profession.
- Continuity, as the medical profession replied by stopping other women from getting the necessary qualification. For example, Edinburgh refused to give degrees to women students.
- Continuity as women doctors continued to face opposition from male students and doctors who thought that women were too emotional for dissections and not intelligent enough for the training, and that patients would not take them seriously.
- There was limited change as, in 1876, Parliament prohibited the exclusion of women from universities and medical schools, and there were a few female doctors by the end of the 19th century.

Question	Mark scheme
B2 (c) (ii)	<p>How far were the two World Wars responsible for changes in medical treatment in the years 1914–48?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• developments in surgery during the First World War</li> <li>• the development of penicillin.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that support the given factor may include:

- Surgery improved during the First World War, partly due to the use of x-rays. X-ray machines were installed all along the Western Front and greatly improved the success rate of surgeons in removing deeply lodged bullets.
- Blood transfusions also improved during the First World War when vast amounts of blood were needed. This led doctors to the discovery that the liquid part of the blood (the plasma) could be separated from the blood corpuscles.
- During the Second World War penicillin was mass produced by the American government after the USA entered the war in 1941. The American government gave \$80 million to four drug companies to find a way to mass produce penicillin.
- There was further progress in plastic surgery during the Second World War, more especially in the use of skin grafts and the treatment of burns.

Relevant points that challenge the given factor may include:

- In some ways the First World War hindered the development of surgical techniques. It stopped a great deal of medical research. In Britain, 14 000 doctors were taken away from their normal duties to cope with the casualties of war.
- Ehrlich made significant progress in the development of the magic bullet with the development of the drug Salvarsan which killed the syphilis bacteria. Domagk discovered a second magic bullet in 1932.
- It was two Oxford scientists, Florey and Chain, who, in the later 1930s, managed to source a concentrated drug from the penicillin mould. In the following year, experiments on mice which contained life-threatening bacteria were successful.
- The introduction of the NHS in 1948 also brought about significant changes as it introduced free medical treatment. Within two months 93 percent of the population had enrolled.

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

Question	Mark scheme
<b>B3 (a)</b>	Explain <b>TWO</b> ways in which the government of Japan under the Tokugawa was different from the government of Japan after the introduction of the Meiji Constitution (1889). <b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• A difference was in the position of the Emperor. During the Tokugawa the powers of the Emperor were limited. The Meiji Constitution clearly stated that the Emperor was 'sacred and inviolable' and granted him supreme control of the Army and Navy.</li><li>• A difference was in the powers of the aristocracy. During the Tokugawa the shogun and lords were very powerful. They were feudal lords with their own bureaucracies, policies, and territories. These powers were limited by the Meiji Constitution.</li></ul>	

Question	Mark scheme
<b>B3 (b)</b>	<p>Explain <b>TWO</b> causes of greater democracy during the Taisho period (1912–26).</p> <p><b>Targets:</b> <b>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.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The lack of a strong emperor and the setting up of a regency in 1921. The mental and physical health problems of Taisho meant he was unable to rule effectively. In 1921, Crown Prince Hirohito was named as Regent.</li> <li>• Influence of Western ideas of liberalism and democracy advocated by leading political figures such as Dr. Yoshino Sakuzo, who was a professor of law and political theory who coined the term Taisho democracy.</li> <li>• Emergence of protest movements demanding political change, more especially Japanese trade unions and a movement for women's suffrage overturned Article 5 of the Police Security Act, which had prevented women from joining political groups and actively participating in politics.</li> </ul>	

Question	Mark scheme
B3 (c) (i)	<p data-bbox="406 190 1212 224">How far did the economy of Japan change in the years 1870–1931?</p> <div data-bbox="542 228 1364 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="566 235 1077 268">You may use the following in your answer:</p> <ul data-bbox="566 280 1133 347" style="list-style-type: none"> <li data-bbox="566 280 1061 313">• industrial revolution in the Meiji period</li> <li data-bbox="566 324 1133 358">• the world Depression in the years 1930–31.</li> </ul> <p data-bbox="566 358 1093 392">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="406 403 1380 465"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="534 470 1388 537"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- Great growth in the economy with the industrial revolution of the 1870s and 1880s, especially a great boom in the silk industry. The Japanese took advantage to expand their markets when a silkworm disease struck Europe in the 1860s.
- Industrial growth, especially the silk industry, was encouraged by government grants and production multiplied five-fold in the last quarter of the 19th century.
- Change as the government encouraged modernisation of farming. Students of agriculture were sent abroad, as well as the introduction of irrigation schemes and the use of fertilisers.
- Change due to the Great Depression. Japan was badly hit by the Depression with exports falling by 50% between 1929 and 1931. Without exports, Japan could not afford to buy the imports needed, especially essential raw materials.
- Many countries put tariffs on cheap Japanese goods in an effort to keep them from competing with American and European manufacturers. This worsened Japan's economic problems.

Relevant points that suggest that change was limited may include:

- Continuity in the importance and dependence on the rice crop for the economy and in the lifestyle of the Japanese peasants.
- Continued growth of the Japanese economy during the First World War. During the war Japan used the absence of the war-torn European competitors on the world market to advance its economy, generating a trade surplus.
- Continuity as world trading boom in the early 20th century gave Japan the chance to become the leading manufacturer of cotton, toys and pottery. Cheap Japanese goods swamped American and European markets.

Question	Mark scheme
B3 (c) (ii)	<p>How far was the invasion of Manchuria (1931) the key turning point in Japanese expansion in East Asia in the years 1895–1941?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Russo-Japanese War</li> <li>• Manchuria.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate a turning point may include:

- Manchuria a key turning point because it led to change in Japanese policy in the Far East after the success of the invasion. The prestige of the army increased in Tokyo especially after an unsuccessful coup by the Imperial Way Group in 1936.
- Manchuria a key turning point because the Control Group of the army, which favoured expansion into China, emerged strong and dominant. This led to further change with the Japanese invasion of China in 1937 and the beginning of Japan's New Order in East Asia.
- Manchuria a key turning point because it encouraged further Japanese expansion in China in 1937 and greatly increased rivalry with the USA.

Relevant points that indicate limited significance as a turning point may include:

- Manchuria was not a key turning point because Japan already claimed special interests in Manchuria as they ran the South Manchurian Railway and controlled some of the cities along its route.
- A key turning point in Japanese policies in the Far East came about in the 1890s because Japan faced a severe economic crisis and desperately needed new markets in order to further expand its industry.
- A key turning point in Japanese foreign policy was increasing rivalry with Russia at the turn of the century, especially when the latter won the right to construct the Chinese-Eastern railway through Manchuria, an area Japan coveted because it was rich in raw materials and also wanted to expand into Korea.
- The Anglo-Japanese Alliance was a key turning point because it encouraged Japan to go to war with Russia as it ensured British neutrality in any future conflict.
- The Russo-Japanese war was a key turning point because it led to a victory for Japan which greatly increased Japanese prestige and influence in the Far East.



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

Question	Mark scheme
<b>B4 (a)</b>	Explain <b>TWO</b> ways in which the organisation of agriculture in China under Mao was different from the organisation of agriculture under Deng. <b>Targets:</b> <b>AO1 (2 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied <b>AO2 (4 marks):</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• A difference was in attitudes to private enterprise. Under Mao there was no private enterprise at all. Under Deng farmers were allowed to hire a certain numbers of labourers, and sell their surplus at market for a profit and to raise crops in individual plots</li><li>• A difference was in control of the communes. Under Mao there was a system of centrally controlled communes with common ownership by all members. Under Deng a Responsibility System for commune land was started in 1978, by which farmers were given responsibility for cultivating areas of land within their commune.</li></ul>	

Question	Mark scheme
<b>B4 (b)</b>	<p>Explain <b>TWO</b> causes of the Cultural Revolution.</p> <p><b>Targets:</b> <b>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.</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>• Mao wanted to defeat his opponents, regain his political supremacy and ensure that his economic policies were accepted. After the Great Leap Forward, Mao's own political position was weakened whilst his economic policies had been rejected.</li> <li>• The Cultural Revolution was launched to change the education of ordinary Chinese people. Education needed to be more revolutionary, less academic, more practical and more influenced by the peasants.</li> <li>• Mao wanted a purer form of communism and gave this priority over economic efficiency. Incentives for individual work destroyed his ideal of equality. He wanted a decentralised industry which encouraged maximum participation of all the workers.</li> </ul>	

Question	Mark scheme
<b>B4 (c) (i)</b>	<p data-bbox="391 190 1316 224">How far did threats to the government of China change in the years 1911–49?</p> <div data-bbox="523 228 1364 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="550 235 1061 268">You may use the following in your answer:</p> <ul data-bbox="550 280 1276 347" style="list-style-type: none"> <li data-bbox="550 280 750 313">• the Warlords</li> <li data-bbox="550 324 1276 358">• Mao and the Chinese Communist Party (CCP), 1935–49.</li> </ul> <p data-bbox="550 358 1077 392">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 403 1356 459"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 470 1364 526"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

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

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

**Indicative content**

Relevant points that suggest that there was change may include:

- Significant change in the Warlord era. China lacked a popular leader and central government collapsed as it only controlled a small area around Beijing. The control of the government was threatened by the emergence of Warlords.
- Threats to the government of China came with the May the Fourth Movement of 1919, which opposed the Paris Peace terms and organised demonstrations and protests against the government in Beijing and the rest of the country.
- The CCP threat emerged and became an even greater threat when Chiang failed to destroy the Jiangxi Soviet and the success of the Long March of 1934–35.
- Significant change in internal to external threats to government from the later mid-1930s, more especially following the Japanese invasion of China in 1937.

Relevant points that suggest that change was limited may include:

- There was limited change as there were threats to the government due to the 1911 Revolution. The revolutionaries were inspired by Western-style democracy and overthrew the last Chinese emperors, the Manchus.
- Threats to the government continued in the 1920s, with the setting up of the CCP in 1921 under Mao, which aimed to bring about a communist revolution to overthrow the Chinese government.
- The threats internally from the Warlords and the CCP were reduced by the activities of Chiang Kai-shek and the Guomindang through the March to the North of 1926, which greatly reduced the threats from the Warlords and, in the following year, turned against and weakened the CCP.
- Continuity in that the threat of the CCP to the government remained during the war with Japan. It continued and further increased after the defeat of Japan and during the Civil War of 1945–49.

Question	Mark scheme
B4 (c) (ii)	<p data-bbox="391 190 1332 224">How far did the organisation of industry change in China in the years 1949–89?</p> <div data-bbox="523 228 1364 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="587 235 1093 268">You may use the following in your answer:</p> <ul data-bbox="587 280 925 347" style="list-style-type: none"> <li data-bbox="587 280 925 313">• the Great Leap Forward</li> <li data-bbox="587 324 925 347">• changes under Deng.</li> </ul> <p data-bbox="587 358 1109 392">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 403 1364 459"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 470 1364 526"><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 that there was change may include:

- The First Five-year Plan saw major changes in heavy industry. The main areas of concentration were coal, steel and petro-chemicals. 700 new production plants were built in central China and Manchuria.
- Change during the Great Leap Forward as Mao encouraged communes to set up 'backyard' production plants. The most famous were 600 000 backyard furnaces which produced steel for the communes.
- Change under Deng. People were free to own their own businesses. To satisfy demand, record numbers of consumer goods, such as bicycles, watches and sewing machines, were produced.
- There was far less control from the centre. Deng told the factory managers to run their factories profitably and to produce what people wanted to buy.

Relevant points which suggest that change was limited may include:

- First Five-year Plan also saw continuity. Light industry, such as cotton-making and food-processing, was neglected in favour of heavy industry. This meant there was a shortage of consumer goods, especially bicycles.
- Continuity between the First and Second Five-year Plans (Great Leap Forward), with each focusing on expanding heavy industry.
- Continuity in that the Great Leap Forward, at first, saw a rapid increase in production of heavy industry. The figures for steel, coal, chemicals, timber, cement all showed huge rises.
- Continuity in that the Soviet Union sent advisers and technicians to help with the First and Second Five-year Plans.

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

Question	Mark scheme
<b>B5 (a)</b>	Explain <b>TWO</b> ways in which the organisation of the League of Nations was similar to the organisation of the United Nations. <b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• One similarity is the General Assembly. The Assembly of the League had representatives of all of its members' states, each had one vote and met annually. The Assembly of the UN also had one vote for each of its members and met annually.</li><li>• The Councils of each organisation are also very similar. The Council of the League had permanent members including Britain, France, Italy and Japan. The Security Council of the League also has permanent members including the USA, Soviet Union, Britain and France.</li></ul>	

Question	Mark scheme
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the setting up of the League of Nations.</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.</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>• It was the idea of Woodrow Wilson and his Fourteen Points with the aim of avoiding future wars. The League of Nations was set up in 1920 with 42 original member countries.</li> <li>• The League was set up to prevent aggression by any nation, to encourage cooperation between nations, to work towards international disarmament and to improve the living and working conditions of all peoples.</li> <li>• The League was built on the idea of collective security. This meant that the members of the League could prevent war by acting together to protect and defend the interests of all nations.</li> </ul>	

Question	Mark scheme
<b>B5 (c) (i)</b>	<p data-bbox="391 190 1332 224">How far did the work of international agencies change in the years 1920–2000?</p> <div data-bbox="523 228 1362 396" style="border: 1px solid black; padding: 5px;"> <p data-bbox="550 235 1061 268">You may use the following in your answer:</p> <ul data-bbox="550 280 837 347" style="list-style-type: none"> <li data-bbox="550 280 790 313">• health agencies</li> <li data-bbox="550 324 837 347">• education agencies.</li> </ul> <p data-bbox="550 358 1077 392">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 403 1356 459"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 470 1364 526"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- Change in focus of health organisations. The most serious health problem of the late 20th century was AIDS. WHO has focused some of its work on collecting evidence and statistics to reduce the effects of the epidemic. In June 2001 the UN global AIDS fund was set up.
- UNESCO going much further than League by encouraging cooperation with scientists, scholars, and artists in all fields believing that best way to promote peace is to educate people's minds.
- Change with the UN's ILO going further in trying to ensure that there should be equal opportunities for everybody to get jobs, irrespective of race, sex or religion.
- Change in that the UN's ILO has also tried to ensure that there are full social security provisions for all workers such as unemployment, health and maternity benefits.

Relevant points that suggest that change was limited may include:

- Continuity in the aims of the health organisations – the Health Organisation of the League and the World Health Organization of the UN. Both aimed to make the world free of disease and bring about a high level of health.
- Continuity in the work of the health agencies. The League's Health Organisation put great efforts into ending such diseases as yellow fever, malaria and leprosy. The UN's World Health Organization has also worked to end serious diseases such as the elimination of smallpox epidemics in the 1980s.
- Continuity with League and UN organisations trying to improve world literacy. The League tried to raise awareness of the importance of education which was continued by UNESCO. Much of time and resources of UNESCO devoted to setting up schools and teacher training colleges in less developed countries.
- Similarity in that both organisations have worked to improve working conditions all over the world. The League's International Labour Organisation improved working conditions by encouraging countries to fix a maximum working day and week. This was continued by the UN's International Labour Organisation.

Question	Mark scheme
<b>B5 (c) (ii)</b>	<p>How far did the peacekeeping role of international organisations change in the years 1923–64?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the League of Nations and Manchuria</li> <li>• the United Nations and the Congo.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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### Indicative content

Relevant points that suggest that there was change may include:

- Change in that the UN acted very effectively and quickly in 1960 after Lumumba asked for help. In July Security Council Resolution 143 ordered Belgian troops out and sent in its own peacekeeping force.
- Change as the UN sent in a force of 20 000 men, who were able to protect the Congo's government against rebels and restore political stability.
- There was further change in the Congo due to the removal of Lumumba by Mobutu. UN troops remained and the UN Secretary-General went to the Congo in person and, by 1961, was partially successful when acting as an arbitrator between the two sides.

Relevant points that suggest that change was limited may include:

- Continuity in the Congo when, in 1962, the UN once again acted decisively by launching a military offensive called Operation Grand Slam. This defeated the rebels in Katanga and, in the following year, Katanga was reunited with the rest of the Congo.
- Continuity between the Corfu Incident, Manchuria and Abyssinia as in all three cases the League failed to prevent aggression by a major nation.
- Continuity between Manchuria and Abyssinia as in both cases the peacekeeping role of the League was shown to be ineffective, especially in the application of sanctions.
- Continuity in that in both crises the key members of the League, especially Britain and France, were unwilling to take military action against the aggressive nations.
- The failure of the UN in Hungary in 1956 showed continuity with the failures of the League, especially in the 1930s. The UN condemned the Soviet invasion and demanded the withdrawal of Soviet troops but this was ignored by the Soviet Union.



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

Question	Mark scheme
<b>B6 (a)</b>	Explain <b>TWO</b> ways in which guerrilla warfare in the conflict in Vietnam, in the years 1965–73, was similar to guerrilla warfare in Afghanistan during the Soviet occupation (1979–89). <b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

**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 similarity/difference.

**Indicative content**

Relevant points may include:

- In both conflicts the guerrilla forces used similar hit-and-run tactics. The Vietcong attacked the Americans and then disappeared into the jungle, villages or their tunnels. The Mujaheddin successfully attacked Soviet supply routes and shot at Soviet planes and then retreated into their mountain hideouts.
- In both conflicts the guerrilla forces made effective use of the local population. In South Vietnam the Vietcong were courteous and respectful to villagers to win their support. In Afghanistan, the Mujaheddin were supported by the local tribesmen who resented the Soviet invasion and occupation.

Question	Mark scheme
<b>B6 (b)</b>	<p>Explain <b>TWO</b> causes of the 'War on Terror'.</p> <p><b>Targets:</b> <b>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.</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>• There was a 'War on Terror' because of the 9/11 attacks. The Bush administration passed the Authorization for Use of Military Force Against Terrorists and was made law on 14 September 2001, to authorise the use of United States Armed Forces against those responsible for the attacks on 11 September 2001.</li> <li>• The Americans were determined to identify, locate and demolish terrorists, along with their organisations, and defeat terrorists such as Osama bin Laden, and demolish his organisation.</li> <li>• There was a 'War on Terror' because of the situation in Afghanistan. The Bush administration was convinced that there were links between the Taliban Osama bin Laden and al-Qaeda leaders. In October 2001 US forces invaded Afghanistan to oust the Taliban regime.</li> </ul>	

Question	Mark scheme
<b>B6 (c) (i)</b>	<p data-bbox="391 190 1093 224">How far did aerial warfare change in the years 1945–2011?</p> <div data-bbox="523 228 1364 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="587 235 1093 268">You may use the following in your answer:</p> <ul data-bbox="587 280 1093 347" style="list-style-type: none"> <li data-bbox="587 280 1093 313">• 'surgical' air strikes in the Middle East</li> <li data-bbox="587 324 1093 347">• drone wars in Pakistan.</li> </ul> <p data-bbox="587 358 1109 392">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 403 1364 459"><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 470 1364 526"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

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

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

**Indicative content**

Relevant points that suggest that there was change may include:

- Surgical air strikes have brought change from carpet bombing because it is claimed that such strikes result in only damage to the intended legitimate military target, and not to surrounding buildings or civilians.
- The bombing of Baghdad during the initial stages of the 2003 Iraq War by US forces was an example of a coordinated surgical strike, where government buildings and military targets were systematically attacked by US aircraft.
- Change was brought about due to the increased use of drones. Drone strikes in Pakistan were carried out after 2004 to target the leaders of terrorist organisations.
- Change due to the use of unmanned aerial vehicles or drones using the argument that they are a more humane method of warfare. The US administration have publicly claimed that civilian deaths from the attacks are minimal.

Relevant points that suggest that change was limited may include:

- Continuity as it is also clear that although the fire power and accuracy of air power has increased, it alone cannot win wars, and this was illustrated by the Gulf War of 1991 where air superiority was quickly achieved but despite a massive bombing offensive ground operations were still required.
- Pilotless planes such as drones show continuity with use of V1 and V2 rockets during the Second World War.
- Bush's successor, President Obama, continued but broadened the drone attacks to include targets against groups considered to be seeking to destabilize the Pakistani civilian government.
- Continuity in that drone strikes have not always reached their intended targets but have caused damage to other buildings and civilian deaths as with previous methods of air bombing.

Question	Mark scheme
<b>B6 (c) (ii)</b>	<p>How far did the development of atomic and nuclear weapons change warfare in the years 1945–1991?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the dropping of the atomic bombs</li> <li>• the theory of mutually assured destruction (MAD).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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### Indicative content

Relevant points that suggest that there was change may include:

- The first change was the damage caused by the bombs. The bombs devastated the two cities. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness. In Nagasaki, 40 000 were killed, rising to over 48 000.
- It brought immediate changes to the nature of warfare. The atomic bomb was far more destructive than any conventional weapon. It appeared to make conventional weapons redundant.
- It sparked off a nuclear arms race between the two superpowers, with each attempting to develop even more destructive weapons. This, in turn, intensified the Cold War.
- Change due to the development by the USA and the Soviet Union of ever more powerful weapons of mass destruction such as the H-Bomb and Inter-Continental Ballistic Missiles (ICBMs).

Relevant points that suggest that change was limited may include:

- Continuity in the use of traditional weapons. Because of the devastation it brought to the two cities in Japan, it meant that nuclear weapons were not used in the second half of the 20th century. All subsequent wars were fought using conventional weapons.
- Limited change because neither superpower was willing to use nuclear weapons. When the Soviet Union caught up with the USA, both sides knew that they could not destroy all the other side's nuclear weapons. As a result, neither side could afford to attack first.
- Limited change because of the MAD, or Mutually Assured Destruction. Neither side would dare strike first when it knew the attack would destroy itself too.
- Continuity in that wars in this period were fought using conventional weapons as neither side was prepared to use nuclear weapons because of the possible consequences.

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

Question	Mark scheme
<b>B7 (a)</b>	Explain <b>TWO</b> ways in which the Camp David Agreements (1979) were similar to the terms of the Oslo Peace Accords (1993). <b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• Similarity in the setting up of a Palestinian authority. Camp David provided for the election of a self-governing Palestinian authority to replace the Israeli military government. At Oslo a Palestinian authority was set up which gave Palestinians control over daily life in Gaza and the West Bank.</li><li>• Similarity in recognising the rights of Palestine. Camp David recognised 'the legitimate rights of the Palestinian people'. At Oslo, Israel recognised the political rights of the Palestinian people.</li></ul>	

Question	Mark scheme
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the failure of the 'Roadmap for Peace' (2003).</p> <p><b>Targets:</b> <b>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.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Roadmap failed because the requirements of the Roadmap were not fulfilled. By the end of 2003, Israel had neither withdrawn from Palestinian areas occupied since September 2000 nor frozen settlement expansion.</li> <li>• It failed because the cycle of violence continued between Israel, Hamas and Fatah. The Jerusalem bus 2 massacre by Hamas and Islamic Jihad on 19 August 2003 killed 23 and wounded 136 people. Israel reacted, causing large-scale destruction to Palestinian population centres.</li> <li>• It failed because of the assassination by Israel of Hamas' political leader Ismail Abu Shanab. Shanab supported a two-state solution and was regarded as one of Hamas's more moderate and pragmatic leaders.</li> </ul>	

Question	Mark scheme
<b>B7 (c) (i)</b>	<p>How far was the Peel Commission (1937) responsible for change in the Middle East in the years 1917–47?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Balfour Declaration (1917)</li> <li>• the Peel Commission.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks):</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the given factor may include:</p> <ul style="list-style-type: none"> <li>• As a result of the Peel Commission, the British began to seriously question their position in Palestine and began to draw up plans to prepare for a form of self-government for both Jews and Arabs in Palestine.</li> <li>• The Commission proposed that the Jews and Arabs should be allowed to rule themselves in Palestine.</li> <li>• The Commission intensified differences between the Arabs and the Jews by suggesting that Palestine should be partitioned into two separate states. This was accepted by the Jews but rejected by the Arabs.</li> </ul> <p>Relevant points that challenge the given factor may include:</p> <ul style="list-style-type: none"> <li>• The Balfour declaration encouraged change because it was seen by the Jews as a promise by the British government to help set up a Jewish state.</li> <li>• The declaration also brought change because it encouraged opposition from the Palestinians who felt that it went against the British promise of independence once the Turks had been defeated.</li> <li>• British mandate brought change as it led to increased Jewish immigration to Palestine. In the years 1919 to 1939, an estimated 360 000 Jews emigrated to Palestine and by 1939 they made up one-third of the population.</li> <li>• Increased immigration led to clashes between the Jewish settlers and the Palestinian Arab population. The Arabs felt that the Jews were concentrating settlements in specific places, and this was leading to areas which contained few Arabs.</li> <li>• The Second World War brought further change. It left Britain economically and financially bankrupt. Clement Attlee, the prime minister of a Labour Government elected in 1945, was determined to reduce its worldwide territorial and military commitments, more especially in the Middle East.</li> </ul>	

Question	Mark scheme
<b>B7 (c) (ii)</b>	<p data-bbox="391 190 1412 224">How far did relations between Israel and her neighbours change in the years 1948–73?</p> <div data-bbox="523 228 1362 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="550 235 1061 268">You may use the following in your answer:</p> <ul data-bbox="550 280 925 347" style="list-style-type: none"> <li data-bbox="550 280 853 313">• the Suez Crisis, 1956</li> <li data-bbox="550 313 917 347">• the Yom Kippur War, 1973.</li> </ul> <p data-bbox="550 353 1077 387">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 407 1364 470"><b>Targets:</b> <b>AO1 (7 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 477 1380 533"><b>AO2 (9 marks):</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- Change because the hostility and rivalry between Israel and its neighbours intensified in the years 1948–73.
- Change because, unlike previous conflict, during the Yom Kippur War the Arab states launched the first attacks and had initial success against Israel.
- The threat faced by Israel changed in the 1950s with the rise in popularity of Nasser and the nationalisation of the Suez Canal. The main threat was now Egypt.
- Change during the Suez Crisis, as Israeli attacks were aimed against Egypt rather than against its other Arab neighbours as they were during other conflicts in the period.

Relevant points that suggest that change was limited may include:

- The relationship showed continued hostility between the two sides throughout the period, with Jewish determination to survive and Arab determination to destroy Israel.
- There was continuity in Israeli aggression against its neighbours in 1956, with the invasion during the Suez Crisis, and in 1967 with its pre-emptive strikes.
- There was continuity in the success that Israel achieved against its neighbours during this period, such as between the War of Independence of 1948–9 and the Six-Day War of 1967.
- There was continuity in that in most conflicts during this period, Israel was able to make territorial gains at the expense of its Arab neighbours, more especially in 1948 and again in 1967.



**B8: Diversity, rights and equality in Britain, 1914–2010**

Question	Mark scheme
<b>B8 (a)</b>	Explain <b>TWO</b> ways in which educational opportunities for the working classes in 1945 were different from educational opportunities for the working classes in 1986. <b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
<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. Maximum 3 marks for an answer dealing with only one similarity/difference. <b>Indicative content</b> Relevant points may include: <ul style="list-style-type: none"><li>• A difference was that in 1986, the majority of schoolchildren were educated in comprehensive schools. This increased opportunities for working-class children, many of whom had attended secondary modern schools with a limited curriculum.</li><li>• A difference was that the number of schoolchildren going on to higher education rose from a tiny percentage in 1945 to nearly 20 percent in 1986. Many of these 'new' students were from working class backgrounds.</li></ul>	

Question	Mark scheme
<b>B8 (b)</b>	Explain <b>TWO</b> causes of improved rights for sexual minorities in the years 1957–67. <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.
<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 beginning of a change in attitudes towards sexual minorities as a result of more liberal attitudes in society in the 1960s. Some people were more tolerant of, e.g., homosexuality.</li> <li>• A cause was support for improved rights for sexual minorities from important pressure groups and organisations. For example, the Beaumont Society was formed in 1966 to campaign for better understanding of transvestism.</li> <li>• A cause was government intervention. The Wolfenden Report suggested that the state should focus on protecting the public, rather than scrutinising people's private lives, and it led to the Sexual Offences Act of 1967.</li> </ul>	

Question	Mark scheme
<b>B8 (c) (i)</b>	<p>How significant was winning the vote in 1918 in changing the lives of women in Britain in the years 1914–45?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Representation of the People Act (1918)</li> <li>• the Second World War (1939–45).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets:</b> <b>AO1 (7 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks):</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that winning the vote was significant may include:

- The 1918 Representation of the People Act meant that for the first time, women could vote in general elections. Winning the vote was a significant step towards equality as citizens, as women began to play a greater role in politics.
- The Act meant that women could stand for election to the House of Commons for the first time. They were no longer seen as incapable of playing a role in the country's law-making process or representing constituents.
- In 1928, women were able to vote on the same terms as men. The fact that there was little opposition in the House of Commons to the Bill extending voting rights showed how much progress women had made.

Relevant points that suggest the significance of winning the vote was limited may include:

- The Representation of the People Act gave the vote only to women over 30 and with property qualifications. This showed that women continued to be seen as second-class citizens.
- The war work carried out by women, particularly in munitions factories, played a major part in changing women's lives. For some women, this was the first time they had money of their own.
- A major change occurred in many men's thinking. The significant contribution that many women made in the wars brought about a greater respect for women in general and a decline in the view that they were capable only of housework.
- Political changes from 1918 did not lead to permanent changes in everyday home life as the end of the war forced many women back to domestic service or sweated, low-paid jobs.
- The treatment of women in 1945 showed that there was little difference to their treatment at work from 1918, e.g. employers continued to sack women when they married and equal pay was rare.

Question	Mark scheme
<b>B8 (c) (ii)</b>	<p data-bbox="391 190 1412 224">How far did the experiences of immigrants in Britain change in the years 1939–71?</p> <div data-bbox="523 228 1364 398" style="border: 1px solid black; padding: 5px;"> <p data-bbox="550 235 1061 268">You may use the following in your answer:</p> <ul data-bbox="550 280 1220 347" style="list-style-type: none"> <li data-bbox="550 280 1220 313">• the case of <i>Constantine v Imperial Hotels Ltd</i> (1944)</li> <li data-bbox="550 313 1220 347">• the Race Relations Act (1965)</li> </ul> <p data-bbox="550 353 1077 387">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="391 407 1364 470"><b>Targets:</b> <b>AO1 (7 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="391 477 1380 537"><b>AO2 (9 marks):</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that suggest that there was change may include:

- A major change in experience came through government attitudes. In 1948, the British government openly welcomed immigrants into Britain to help rebuild the country. From 1962, immigration acts were passed to limit immigration.
- As a result of the 1962 Commonwealth Immigrants Act, the experiences changed as many men who had originally come to Britain to work on short-term contracts decided to stay and bring their families to join them.
- Government legislation led to a change in experience. From 1965, race relations acts limited racial discrimination. Greater employment opportunities arose through actions such as the Bristol Bus Boycott.
- Experiences of immigrants changed as they set up their own self-help groups and societies. Race relations improved as events, such as the Notting Hill Carnival, led to greater tolerance and understanding.

Relevant points that suggest that change was limited may include:

- Many immigrants who came to Britain during and after the Second World War experienced racism and abuse from British people. This continued, as shown in the 1958 race riots by white gangs in areas of high immigration.
- The formation of parties, such as the British National Party and the National Front, showed that hostile attitudes to immigrants persisted and the 1965 Smethwick by-election was won by a candidate using an abusive racist slogan.
- Immigrants arriving at the end of the Second World War often found it difficult to rent good quality accommodation. A survey in Birmingham in 1966 showed that 80 percent of landlords still would not rent to immigrants.
- Throughout the period, there continued to be only a small proportion of children of immigrants who gained a place in higher education, and only a very small percentage held managerial positions in employment.



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