



Examiners' Report June 2024

Int GCSE History 4HI1 02

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Introduction

Centres are now very familiar with the structure of the paper:

Section A questions have three sub-parts: Question Part (A) focuses on Assessment Objective (AO)1. Question Parts (B) and (C) address Assessment Objectives 3 and 4

Section B questions also have three sub-parts, Parts (A), (B) and (C) all focusing on Assessment Objectives 1 and 2

Although Sections A and B ask different types of questions there are several key points of which centres need to be aware to maximise their candidates' chances:

- Section A questions revolve largely around sources and an extract but that does not mean that contextual knowledge is not important. A full understanding of the significance of what is said in the source material can only come with an understanding of the context in which it was produced.
- In Section B contextual knowledge is even more important to be able to understand the significance of the dates in Part (A), to explain the causes of events in Part (B), and to construct a coherent argument in Part (C).
- However, whilst 'knowing the history' is important, applying that knowledge correctly is even more important. Candidates must understand the requirements of each question type and the best technique for responding to those questions.
- Centres will be familiar with such requirements but as a useful *aide-memoire* the summary at the end of this report sets them out concisely.

Question (A)1

Responses were evenly distributed between the role of Haig and the Gallipoli campaign. Most candidates displayed good knowledge but sometimes responses on Haig related to his personality, rather than his role in the war. The problems at Gallipoli and the successful evacuation were well-known

In Part (B), almost all candidates were able to demonstrate similarity in terms of the threat posed by Britain's concern about the increase in Germany's naval strength. A small number did not show how the sources differed. There were many responses that scored highly by explaining how agreement was limited to certain facets of the Anglo-German rivalry (such as Germany increasing its naval strength) but in other areas (such as whether or not this increase was a threat to Britain) there was no agreement.

The two sources and the extract provided good material for candidates to use in Part (C) and, where this was combined with contextual knowledge showing other reasons for the outbreak of war, high marks were achieved. It was, however, surprising that only a small minority of candidates suggested that the war might have been the result of rivalry between the Great Powers, or that events in Sarajevo may have played a part.

This is a high-level response to Part (C).

Chosen question number:

Question A1

Question A2

Question A3

Question A4

Question A5

(a) One feature of the Gallipoli campaign was that it aimed to free up the Dardanelles. This ~~was~~ would allow the Russian navy to be free to escape the black sea and fight with its allies, as currently it was being blocked by the Ottomans. Freeing up the Dardanelles would also allow for an easier attack of the Constantinople, the Ottoman capital, which would knock the Ottomans out of the war.

Another feature of the Gallipoli campaign was its failure. The attack was poorly planned, with troops landing on the wrong beaches, and the Turks fighting force being underestimated. The Turks also had ~~the~~ control of the highground, making it very difficult for the British and ANZAC troops to attack up the cliffs. As a result, 48,000 people died and the most successful part of the mission was the evacuation of 135,000 troops with only 3 casualties.

(b) Sources A and B both agree ~~that~~ about the events of the naval race - both powers were building ships. Source A claims that 'Britain will increase the number' of ships that it builds when Germany does. Source B agrees with this, saying that 'Germany sought to increase its naval strength' while Source A says that 'Germany continues to build more ships'. Both Sources also agree that Britain wanted to be the largest world power by navy size - Source A wanted to make sure that 'other naval powers cannot challenge Britain's naval strength' while Source B describes Britain as 'the leading world power'.

Sources A and B disagree about the reasons for the naval race. Source A claims that 'Britain's navy is defensive not aggressive' - describing it as 'a necessity'. Meanwhile, Source B claims that Germany's navy was also defensive - 'to protect its colonies' and that Britain 'sought to destroy' Germany. Therefore, both sources disagree on the intentions of each country when building ships in the naval race. Source B claims that Germany was only building 'a limited number of ships' that was 'number near the British total' - whereas Source A makes it clear that the British felt threatened by this.

((b) continued) In conclusion, I think that Source A does not support Source B very far - a limited amount of support. Although both powers Sources agree on the events of the race, they disagree on the intentions of each power. This is because Source A ^{was} ~~is~~ written from a British perspective - making it seem like the British were not the aggressors, while Source B was written from a German perspective - making it seem like the Germans were not the aggressors.

(c) I ~~must~~ agree ~~with~~ with the statement that Great Britain were to blame for the rising European tensions to a ^{very} limited extent. Although they acted ~~careless~~ with too much paranoia during the naval race, as suggested by Source B and Extract C, the tension in Europe was caused by many other factors such as the Moroccan and Balkan crises and tensions on the Eastern front. Germany were also to blame - as suggested by Source A, and Britain were merely defending themselves from the German threat.

As Britain seeked to maintain their policy of Splendid Isolation - they needed to defend themselves from the German naval threat. As suggested by Source A, Germany 'continued] to build more ships'. This was a threat to Britain's naval dominance - Churchill wanted to make sure that 'other naval powers cannot challenge Britain's naval strength'. So Britain were just 'defensive not aggressive'. Elsewhere, tensions were rising. The actions of Kaiser Wilhelm II in Morocco in 1905 - giving a speech supporting Moroccan independence to try to take Morocco for himself under his policy of Weltpolitik - giving Germany its 'place under the sun' - caused unrest between France and Britain (under the Entente Cordiale) and Germany. Furthermore, the Balkan Wars, which led to Serbia gaining 50% territory and 80% population, threatened Austria-Hungary - a German ally. The Blank Cheque, an unconditional offer by Germany to support Austria-Hungary in the event of a war, encouraged Austria-Hungary to

((c) continued) declare war on Serbia after the July Days and after Archduke Franz Ferdinand's assassination in Sarajevo on 28th June 1914. This is why ~~we~~ I believe that Germany was mainly to blame for the rising European tension, due to their actions in Morocco and the Blank Cheque, supported by Extract C by calling them 'careless' and 'reckless'.

On the other hand, ~~we~~ some believe that Great Britain was mainly to blame. Extract C suggests that Britain acted with 'unnecessary suspicion' and were 'over-sensitive about threats'. This can be seen by Britain's dreadnought campaign, managing to build 29 dreadnoughts while Germany built 17. Britain 'viewed Germany as a rival naval power' and 'believed that Germany was attempting to challenge' them - as described in Source B. Britain's various alliances with France and Russia is described as 'making war more likely' by Extract C - as it meant that Russia's ~~or~~ conflict on the Eastern front, as they wished to defend Serbia, was more likely to drag in all major powers into a major world war conflict. Britain were also seen as aggressive by Germany, Source B writing that Britain 'sought to destroy' Germany in the naval race. *

On However, I think that despite Britain's over-sensitivity and paranoia causing a large naval race and its alliances with France and Russia making a war

(c) continued) more likely, it was just defending itself from the threat of Germany, which was causing tension via the Moroccan crises and the Balkan conflict via the blank cheque with Austria - Hungary.



ResultsPlus
Examiner Comments

This example shows a candidate using information from the sources and the extract, together with contextual knowledge, to provide a well-explained response. It is marked in the top level.



ResultsPlus
Examiner Tip

Remember that the question calls for use of Extract C, Sources A and B **and knowledge** to answer the question.

Question (A)2

Responses on Part (A) were predominantly on Tsarist rule in Russia and there were many aspects of Tsarist rule that could have been included. Responses were expected to comment on autocracy and opposition to the Tsar, but there were candidates who saw this as an opportunity to write about wider events, such as the Russo-Japanese war. The Kornilov Revolt was more straightforward, with responses focusing on the causes and the role of the Bolsheviks in its suppression.

In Part (B), candidates readily found agreement and disagreement within the sources, noting that both talk of unrest in Petrograd, but differ on the implications of that for the Tsar.

Part (C) saw a substantial majority of the candidates laying the blame for the problems in 1917 on the Tsar. Perhaps he was misled by the Tsarina, but he received plenty of notification that 'further hesitation will be fatal'. To such candidates, the Tsar brought about his own downfall. The best answers combined the information within the sources and the extract with contextual knowledge of events in the Tsar's reign to support this argument — or to show he was the victim of irreversible forces.

This is an excellent example of a Part (B) response. It is unusual in its length but shows well how a consideration of extent can be addressed.

Chosen question number:

Question A1

Question A2

Question A3

Question A4

Question A5

(a) one feature of the Tsarist rule in 1905 ~~it was~~ is that it was ^{that Russia was a} complete autocracy ^{under the Tsarist rule.}. The Romanov family had ruled for over 300 years in Russia, the tsar was the single leader and nobody had any power to tell him how to rule. ^{although he had advisors.} There ~~was~~ ^{no} were no parties or elections for the government, leaving the tsar to be the most powerful person in the whole of Russia. This led to discontent especially from the higher and middle class who wanted more of a say.

Another feature of Tsarist rule in Russia was that under the Tsarist rule there was a lot of inequality. Higher officials and advisors of the tsar were of the highest class. Richer people owned land and mansions, where they lived a comfortable life. Differently the workers lived in very poor living conditions and worked extremely hard. Peasants had to work on the land of the landowners and got paid very little. This was because under the Tsarist rule Russia was a capitalist country and therefore there was this inequality.

(b) Source A supports Source B about the situation in Petrograd in February 1917 that there is a shortage of food and supplies for the people. In Source A the Tsarina writes how 'the people... want bread' and they are therefore protesting. Similarly in Source B too the situation is described how 'food and fuel supplies is completely disorganised, and discontent widespread'. In both sources we can see that there is a shortage of food for the people causing also discontent and chaos.

Both sources also agree that there is disorganisation and fighting going on. Source A describes how there is 'trouble' and 'students came and threatened to...shoot'. They in Source B we also see how that there is fighting and discontent that there is 'shooting on the street', and both agree that the people are protesting.

However in Source B fails to support Source A fails to support Source B about how much ~~chaos~~ chaos there was during February 1917. In Source B the Tsarina describes how 'the trouble is being caused by a small group of people'. This shows us that although there is growing chaos, disorganisation and discontent the situation is only caused by a small group and therefore the chaos is not so widespread. Source B however describes how 'discontent is widespread' and 'there is wild shooting', showing us clearly how the chaos was very bad and only getting worse, making Petrograd a state of complete lawlessness.

((b) continued)

Source A also fails to support Source B about how threatening the situation is. In Source A the situation is described to be as ^{Source A describes} ~~Franklin writes~~ how 'the situation does not threaten a revolution' ~~and she also thinks that there are~~ protesting is ~~barbaric as she~~ ^{views} the students to have 'damaged minds'. ~~She~~ clearly does not think the ^{not} ~~war~~ needs to do anything - big to stop it as the 'people still worship him', and all the violence is not coming from a ^{describes} few 'damaged minds'. ~~But~~ Differently Source B seems to think that the situation is a very big threat and the war must do something drastic immediately. ~~the~~ 'It is urgent to appoint a new government' as any further ^{any further} ~~hesitation~~ ^{hesitation} could be fatal'. This shows us how ^a ~~the~~ drastic step was needed to stop the ~~discontent~~ as it is a major, threatening revolution which could be fatal. ~~the~~ Source B also doesn't describe the violence to be ~~barbaric~~, rather because of the 'government being paralyzed' the situation is so bad and therefore 'a government led by someone who will support the entire country' is vital.

To conclude ~~think~~ Source A mainly fails to support Source B. Although both agree that the situation is disorganised and people are protesting because of the lack of food, ~~they~~ Source B thinks the situation is much more out of control and much more of a threat than Source A.

(c) I mainly disagree with the interpretation that Nicholas II was overthrown because he underestimated the events of February 1917. ~~There~~ there were other causes for him being overthrown too.

Extract C suggests that Nicholas was overthrown because 'he underestimated the situation' and 'dismissed the demonstrators' even when his 'regime collapsed'. Nicholas clearly did not think that this little unrest would lead to him being overthrown. Nicholas had overcome the 1905 revolution and was in the middle of fighting World War I. He was convinced that after the first revolution the people actually liked him and as in source A even 'worshipped him'. He therefore was in denial when he heard about the demonstrators and called them a 'small number of criminals'. He was at the frontline and therefore could not see the severity of the situation. His underestimating the situation however was a big cause for him being overthrown. ~~He~~ He failed to crush the ~~the~~ and stop the demonstrators and let the situation worsen. His ignorance of the situation ~~also~~ only made the people angry that he wasn't listening to his demands and therefore ~~it~~ ~~caused~~ that his ~~how it~~ ~~caused~~ eventually led to him being overthrown.

However there were many other reasons for him being overthrown. ~~The~~ As extract C also mentions there was 'failure of agriculture and transport'. So Petrograd was 'only receiving half the grain needed', this was a major cause of general discontent. Source B also tells us that 'the transport system broken down and

(c) continued) food and fuel are completely disorganised, supported by source A. Source tells us that the 'people want bread.' This shows us that a major cause for the Tsar being overthrown was the food and supplies shortages. During WW1 supplies and grain fell drastically. The army got priority for the food and many workers were fighting on the front. The situation was very bad with many starving people dying from hunger. There were long queues for food. This made the people very angry and especially that the Tsar wasn't doing anything to stop this.

World War I was also a major cause for the Tsar being overthrown. The war is what led to greater food shortages, although shortages were already a common problem before the Tsar went to fight on the front and therefore all the blame at the lost battles were on him, this made the people dislike him and the Tsar lost a lot of support, causing him to eventually have to abdicate.

Source B also tells us that all the food shortages and discontent were so great that ~~the~~ a ~~strong leadership~~ was the only solution. There was so this was to 'appoint a new government' This again shows us that it was not the Tsar's lack of strong leadership during February 1917 that made him be overthrown, but the situation was so bad because of the social and political problems. Reason that he would have to abdicate himself.

((c) continued)

To conclude I mainly disagree that the main reason for the Tsar being overthrown was his underestimation of the situation. Although this got him a lot of support and increased discontent he probably would have been overthrown anyway as the situation in Russia was very bad at the time.



ResultsPlus
Examiner Comments

This response achieves highly in the top level by considering the extent of support, not just matching.



ResultsPlus
Examiner Tip

To achieve top level marks it is necessary to analyse the degree of support, not just point out where the sources agree or disagree.

Question (A)3

In Part (A) most candidates wrote about the Monkey Trial.

Excellent knowledge of the significance of the trial was demonstrated, as well as details of the actual trial and verdict. Responses on Father Coughlin were less common but those candidates who addressed the Social Justice campaign had a good knowledge of Coughlin's motivation and aims.

Part (B) was also well-answered, with candidates readily noting the different political philosophies of Roosevelt and Hoover but, at the same time, explaining that they agreed there was 'suffering and hardship'.

Effective responses on Part (C) use information from the sources and extract and provide contextual knowledge to support their responses. Candidates were able to provide plentiful contextual knowledge about Roosevelt, but often this involved showing that he brought hope by introducing New Deal measures and reassuring people in the Fireside Chats. Regrettably, because the question related to support for Roosevelt in 1932, such information could not be rewarded.

This a response to Part (C). It lacks the depth needed for a high-level mark.

Chosen question number: **Question A1** **Question A2** **Question A3**
Question A4 **Question A5**

(a) The first feature of the monkey trial was the fact that the defence was led by Darrow while his opponent was Jennings-Bryan, who were both very well known lawyers. Darrow turned the trial into a debate between modernists and fundamentalists, while Jennings-Bryan tried to avoid this.

The second feature of the monkey trial was the fact that, in the end, a look fine was ~~awarded~~ given to the teacher who had taught the theory of evolution, which had been made illegal by fundamentalists.

(b) Source A supports the evidence of source B in several ways. Both sources agree on the fact that giving unemployed people jobs would be good if it were possible, as source A states "Thousands of unemployed people can be given jobs". Therefore, source A largely supports source B when it comes to whether unemployed people could be given jobs.

However, source A fails to support the evidence of source B when discussing the impact of certain actions. Source B states that creating ~~jobs~~ so many jobs would "destroy our economy" and "destroy many existing jobs", which source A doesn't state.

In conclusion, even though source A somewhat supports the evidence of source B about ~~addressing~~ the problems facing the USA in 1932, as they both state that ~~jobs~~ "unemployed people can be given jobs", the evidence of source B is not supported ~~by~~ by source A.

(c) Roosevelt won the presidential elections with 42 out of 48 states voting for him, but was it because he offered American people hope?

Extract C suggests it was indeed because he offered them hope that Roosevelt won the 1932 election, as Roosevelt promised to stay away from Hoover's "laissez-faire" policies, which had led the USA to the Great Depression. Instead, Roosevelt promised that the government would directly provide help and relief through a "New Deal".

However, ~~it is also viewed by some people~~ some people think it is thanks to Hoover's bad reputation that Roosevelt won the election for presidency in 1932 with a crushing victory over Hoover. ~~Although~~ Although Hoover's "laissez-faire" had led to a boom in the USA's economy in the late 1920s, it was also ~~not~~ the reason why the USA had entered the Great Depression. Therefore, his reputation was completely destroyed, as not taking any action in a national crisis is one of the worst things a president can do, ~~as~~ because he

((c) continued) was seen as heartless and cold.

However, some people believe Roosevelt won the 1932 election due to American people being in need of change. The election took place at a time when farmers ~~were~~ were losing farms because they couldn't sustain themselves, when ~~then~~ more than 30% of banks had closed down due to "runs", etc. Therefore, when the day of the election came, it was not surprising that Roosevelt overwhelmed Hoover and took office.

In conclusion, it is true that Roosevelt won the support of the American people partly because he offered them hope in 1932, but I believe the most significant reason for Roosevelt being elected was Hoover's reputation being left in shambles.



The response quotes Extract C, but does not consider Sources A and B. It does not demonstrate a detailed understanding of what Roosevelt was offering and why that might bring hope. The response is marked at the top of Level 2.



Always provide detail from the sources and specific contextual knowledge to support your answer.

Question (A)4

In Part (A), the Domino Theory was chosen by almost all candidates. They had a good understanding of its meaning but some candidates found it difficult to describe a second feature. A link into its relevance to US involvement in Vietnam would readily have given access to the highest marks.

Agreement between the sources in terms of support for the anti-war movement was readily found in Part (B). Candidates found it less easy to see difference, although many noted differences in the type of opposition to the movement. Source A calls the protesters 'extremists', whereas Source B says pro-war protesters were angry but the anti-war group contained veterans, who could not be seen as extremists.

Some excellent contextual knowledge was provided in supporting responses to Part (C), where an appreciation of the contribution of the difficulties in winning the war was noted frequently.

This is a top level response to Part (A).

(a)

One feature of the Domino Theory was the fear of the spread of communism. America feared that if ~~the~~ Vietnam fell to communism, then overtime its surrounding countries like Laos would do the same, and eventually the ~~the~~ majority of Asia would be communist, in a domino effect. This would create conflict between America and Asia due to opposing views and it's what lead to US's increased involvement in Vietnam.

Another feature of the Domino Theory was that it gave validity for US involvement in Vietnam, as the Truman Doctrine stated that America would protect the freedom of those living in countries under the threat communist rule. This resulted in US involvement, which was enhanced by the defeat of the French at the battle of Dien Bien Phu, as it removed colonialism and allowed communist expansion to grow in Vietnam.

(b)

One similarity between the sources is that they both present the anti-war movement as huge. This is evident in source A where it states "25,000" people attended the first national demonstration in 1965 ~~at~~ with 5000 expected and the "50,000" who marched to central Park as shown in source B. This shows the scale of support shown for the anti-war movement despite the "unpopularity" presented by source A regarding the movement by 1968. Despite this source B chose to include the response "Bring our Boys Home!" to angry insults from small groups of pro-war protestors, which shows the overarching point the paragraphs present, in that the movement was massive in America.

On the other hand, a difference between source A and B is ~~that~~ the manner in which they present the anti-war protestors. For example in source A, it states that "Vietnam was not yet an issue for many Americans", and that the ^{anti-war} protestors were ~~not~~ seen by most as "extremists who were anti-America". The inclusion of this suggests that the anti-war protests were unnecessary and too extreme. On the other hand, source B presents the protestors as patriotic and strong, evident in "shouts from the veterans" and the inclusion of how the "demonstrators called for an immediate withdrawal of US soldiers from Vietnam" which shows their authority.

((b) continued) In conclusion, source A does support the evidence of source B in that the anti-war movement in the USA during the 1960s was huge and had a massive impact on America but the way in which both sources ~~present~~ presented the protestors differed, with source A presenting a more negative outlook the protestors had in comparison to source B's patriotic and strong presentation.

((b) continued)

I agree with the interpretation that ~~source~~ extract C suggests the anti-war movement contributed greatly to ending US involvement in Vietnam as Nixon's presidency was largely due to his promises and LBJ's failure to withdraw US troops. This is shown in source C where "anti-war protests convinced president Johnson not to seek re-election" which shows the impact the ~~pro~~ anti-war movement had on the public's view of him and ~~the~~ his presidency. ~~This further~~ ^{On the other hand,} ~~therefore,~~ ~~the~~ the comments of Walter Cronkite, a popular and well known public figure ^{in which} questioned LBJ's handling of the situation in Vietnam convinced LBJ to step down from his role as president stating "if I've lost Walter, I've lost the average American". This shows the impact ~~the~~ Cronkite had on the public opinion on LBJ and how he played a huge part in the change in presidency and the resultant withdrawal of US forces from Vietnam.

~~In addition,~~ The anti-war protestors had a massive impact on the urgency of withdrawing American troops from Vietnam. This supported by source B, in which states "50,000" people marched to Central park with veterans shouting "Bring our Boys Home". This ~~shows~~ presented the anti-war movement as patriotic and strong, encouraging more people to join the cause and elicit the withdrawal. Furthermore, there was instance in ~~one~~ of the protestors where

(c) white house, which showed their commitment to the movement, throwing away something so personally valuable and shocking ~~per~~ US citizens into realising the urgency of US troop withdrawal out of Vietnam. This links to the previous paragraph, as the overwhelming of LBJ is what lead to Nixon's run in the office and the resultant withdrawal, so it can be argued that this urgency and ^{the} public demonstrations were a ~~key~~ vital ^{catalyst} ~~factor~~ for the withdrawal.

scale of the

Finally, the ^{anti-war} protests encouraged people to oppose LBJ and ~~to~~ ~~the~~ join the battle for withdrawal. This was referred to in source A which stated "25,000 came" ~~with~~ after 5,000 were expected to the first national demonstration in 1966. This shows ~~that~~ the traction the movement was gaining even in the first stages of protest and can be seen as cause for ~~an~~ an increased in urgency as mentioned previously. Furthermore, the fact that "Vietnam was not yet an issue for many Americans" and yet with that still grew exponentially in size to "50,000" by 1966 shows the impact the anti-war movement had on civilians, and eliciting the change in presidency in which lead to the gradual withdrawal of US forces out of Vietnam.

In conclusion, I agree that extract C suggests the anti-war movement contributed greatly to ending US involvement in Vietnam, as although the influence of Nixon's promises and

((c) continued) ~~Comments~~ Cronkite's comments were large, the protestors were the primary pull factor for people joining the movement, and causing the change needed that was the withdrawal of US forces out of Vietnam.



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Examiner Comments

Two good features are found and described.



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Examiner Tip

Candidates should always try to break their answers into two distinct sections.

Question (A)5

Very few candidates answered this question. Some appeared to have done so in error.

Those who knew the information generally answered well on reunification (Part (A)), agreement and difference in terms of the nature of state control (Part B)) and supported the hypothesis that state control of the population was not fully effective (Part C)).

Question (B)1

1. A very small percentage of candidates chose this option. Most of those candidates were able to explain how the economy of the Southern states was impacted negatively by the Civil War and there was a general understanding of opposition to Westward expansion.

Many Part (B) responses lacked precision, however, with supporting contextual knowledge sometimes missing or inaccurate.

In Part (C), the impact of Shay's rebellion was well-known. Few candidates discussed the Missouri Compromise, meaning their responses did not cover the later part of the period.

Some responses to the problems of Black Americans included material on 20th century USA, which could not be rewarded.

This is a high-level response to Part (C)(i)

Chosen question number: **Question B1** ☒

Question B2 ☒

Question B3 ☒

Question B4 ☒

Question B5 ☒

Question B6 ☒

Question B7 ☒

Question B8 ☒

a) One cause of opposition towards western expansion from 1803 - 1849 was the presence of colonial and regional powers. These ^{opposed} western expansion with things such as Britain owning Washington, France having vast areas of land in the north, or Mexico in the east. This meant the USA ~~did not~~ was not able to expand as easily, as it had to sign treaties and work diplomatically to resolve these, not wanting to risk war with large powers, leading to things such as the Transcontinental Treaty (1804) or the Louisiana purchase (1803). Mexico opposed with force, leading to the Mexican American war in the 1840s.

Another cause of opposition to westward expansion from 1803 - 1849 was the presence of Native American tribes. Tribes such as the Cherokee or the Creek tribes presented difficulties and opposition, as they had strong determination to keep their lands, leading to

(b) continued) Some minor clashing. This meant the USA had to remove some with force by the Indian Removal Act (1830). These tribes sought to keep their home lands and fought diplomatically and violently against the USA to prevent westward expansion into them, presenting opposition.

147 ~~Slavery~~ ~~rebellion~~

a) One way in which the economy was different in Southern States from 1861 → 1865 was its reliance on Slavery. Before the war, the South heavily relied on a slave and plantation system, however after the war, with the emancipation of all slaves under the 13th Amendment, the South was no longer able to use slaves for its economy, and had to pay workers.

Another was in which the Southern economy was different in 1861 to the way it was in 1865 was the success of the economy. Before in 1861 the South was very successful, selling over 10 million cotton bales per year, with cotton prices at an all time high, netting the south a very strong income, however due to the emancipation of slaves, destruction of infrastructure during the war such as Sherman's March to the Sea causing over 100 million in damages and the Naval Blockade, this fell to only 0.5 million bales per year, causing the collapse of profitability for the southern economy, making it much worse in 1865 compared to 1861.

(c)(i) OR (c)(ii) Shay's rebellion was the most significant factor in ~~the~~ bringing about a change in power of the federal government in from 1783-1820, however the Bill of Rights and the Missouri compromise were also important.

~~The~~ Shay's rebellion (1786-1787) was the purposeful defiance of courts ~~and the~~ set up by Shay. This was done over the high taxes. Shay's ~~rebellion~~ ^{rebellion} ~~government~~ was unable to be crushed, showing the weakness in the current power of the federal government. This led to a greatly increased support for a more powerful government to be able to deal with these uprisings and a constitution. This led to the Constitutional convention (1787) and Connecticut compromise (1787). Ultimately the foundation of the government was set here, as the constitution was ratified and the senate and house of representatives created, giving the federal government its power and abilities.

The bill of rights passed in 1791 was also a major step in the changing of power of the federal government from 1783-1820. The bill of rights ~~was~~ passed to satisfy ~~the~~ Anti-Federalists who believed the government held too much power. The ~~bill of rights~~ ~~was~~ ~~passed~~ ~~to~~ ~~satisfy~~ ~~the~~ ~~Anti-Federalists~~ ~~who~~ ~~believed~~ ~~the~~ ~~government~~ ~~held~~ ~~too~~ ~~much~~ ~~power~~.

((c)(i) OR (c)(ii) continued) government more support, but also denied them some powers, giving more to the states and the people, such as the 1st amendment giving people right to freedom of speech, religion, assembly etc, the 2nd giving people the right to bear arms, meaning the government could not turn tyrannical, and the 5th giving people the right to avoid self incrimination during a trial, making it so that the government could not frame people for no reason.

Finally, the major compromise was a change in power for the federal government. This passed in 1820, set up the 36,30 line, meaning no new states above that ~~the~~ line could be slave. This was a development, as previously the federal government did not have authority to block slavery, but this also marked the government's major role in western expansion. Before this, the federal government had little involvement, but this marked again an increase in power. It gave the government the right to control specific rights in states (right to own slaves) giving it much more control over states, but also was its big step into westward expansion.

On balance, the most important event that brought power change to the federal government from 1783 - 1820 was Shay's rebellion. Although the

((c)(i) OR (c)(ii) continued) Missouri Compromise (1820) and the bill of rights were important, stopping the government who westward expansion and ~~giving~~ taking away some government power respectively; Shay's rebellion was what originally increased support for the constitution and ~~increased~~ federal government powers, leading to the Constitutional Convention and Connecticut compromise, which actually founded and ratified the constitution and created the legislative houses (Senate and House of Representatives). This was the most major as it was the origin of federal government power, and set out overall what it could or could not do.



ResultsPlus
Examiner Comments

This response explains how three separate factors brought about a change in the power of the Federal Government.

It reaches a well-supported judgement on the importance of Shay's Rebellion.



ResultsPlus
Examiner Tip

To achieve high marks candidates must ensure that they cover three aspects in their response.

Question (B)2

1. Part (A) was generally well-answered, with candidates showing an understanding of the fact that the 1875 act introduced a degree of compulsion and led to an increase in the responsibilities of local authorities. Some candidates wrote about measures introduced by the 20th century Liberal governments but this was not relevant to the question.

There were some excellent responses to Part (B), with an impressive knowledge of the work of Lister, Roentgen, Landsteiner and, sometimes, Pasteur and Koch. Some candidates created difficulties for themselves by writing about how anaesthetics were invented in this period so 'patients no longer had to be held down'. There were developments in anaesthetics in this period but their invention pre-dated 1865.

Florence Nightingale was overwhelmingly the most popular choice in Part (C) and candidates were able to consider the importance of her work alongside that of others, such as Elizabeth Garrett and Marie Curie. Those who answered on the NHS generally saw it as the most important development in treatment, although support for penicillin was common. It was surprising that some candidates ignored the impact of the development of penicillin on treatment during this period.

This is a high-level response to Part A.

Chosen question number: Question B1

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

Question B8

(a) One way in which the role of local authorities (i.e. public health) after 1875 was different to before 1875 was how ~~they~~ ^{they} implemented a law about public health. When in 1848, the government realised that action must be taken to improve hygiene, they did not force it upon the people. When ^{Edwin Chadwick} ~~Edwin Chadwick~~ ^{and John Snow} made the government aware of the problems of ^{disease caused by} ~~lack of~~ hygiene, the government allowed people to make changes, and ~~that~~ ^{it} was just for 5 years - ~~initially~~ ^{initially} ~~the law~~ which shows that the government didn't have such a big role - ~~as~~ ^{they} didn't have such an influence on the public about their health. Differently, ~~At the~~ ⁱⁿ 1875, when the government made a public health act - they forced it upon the people - ~~the~~ ^{and} made it ~~carried~~ ^{carried} drastic changes in public health, and people went around to check if the people are really listening. This shows the difference, ~~at~~ ^{after} 1875 ~~they~~ when they made a law they checked if everyone is listening to it and ~~included~~ ^{included} it ~~was~~ ^{was} kept for much longer.

Another way in which the role of ~~the~~ local authority in public health after 1875 was different to before 1875 was how much

((a) continued) The authority involved in the public's everyday health before 1875 - the government had a policy of 'laissez faire' leave alone. This meant that the government didn't involve itself in the public's health issues. Only when there was a serious problem - like the cholera epidemic then they made sure that changes should be done. However, after 1875 the government became much more involved in the public's health. They checked the quality of food on sale and made sure that there is a clean water supply. Later on, they also gave free milk to children in school, which again proves how the ^{authorities} ~~government's~~ role changed and how much the authorities cared about public health.

(b) ~~One~~ One Cause of Improvement in Surgery in the years 1865 to 1905 was the discovery of different blood groups. In 1901, Karl Landsteiner discovered that there are different blood types and when making a blood transfusion, one must receive the same type of blood as he has. This caused a big improvement in surgery, as till now many surgeries failed, ~~but even though they~~ advanced surgery. By discovering why the reason for it improved a lot of blood transfusion taking place during surgery.

Another Cause of Improvement in Surgery is the idea of making surgeries aseptic. In 1878, ~~when~~ the doctors ~~discovered that~~ started making surgeries aseptic ^{instead of antiseptic.} This was done by sterilising all equipment used, ^{- before every surgery,} and using the ~~the~~ steam steriliser of Carbollic acid and making sure there are no spectators during an operation. This was a big improvement as it ^{made} ~~was easier to~~ have less likely for infection to reach the patients, ^{and let their new discoveries mark on the patients} this reduced death because many patients died because of these infection rather than their original illness. By ~~the~~ making the surgeries aseptic, it caused great improvements in surgery.

(c)(i) OR (c)(ii) The ~~found~~ founding of the National ~~Health Service~~ Health Service a
was very significant development in improving medical treatment.

One development ~~in~~ ⁱⁿ improving medical treatment was penicillin.

~~In the 1920s, when Alexander Fleming~~ ^{In the 1920s, when Alexander Fleming} After the first world
War Fleming discovered that mould could cure diseases.
Thus he discovered this by accidentally leaving a culture
on his lab, ~~and~~ ^{and} after a while he realised that mould
dissolved some of the culture. He couldn't develop it any further
as he had a lack of funding. ~~however~~ ^{but} however in 1938, Florey
and chain developed further this discovery. They managed to make
an instrument which will purify the mould. which paved the
way to the discovery of penicillin. Penicillin really improved
the medical treatment. When the second world war broke out,
Florey and chain gave it to many patients in USA and in South
Africa and it cured thousands of patients. Thus, the discovery of
penicillin ~~was~~ ^{was} a big development in improving the medical treatment
during the second world war.

Another development in ~~plastic~~ medical treatment was plastic surgery.
After the first world war, where Harold Gillies treated
many patients which were injured on their face - and
was very successful, he travelled around the world, and
published books ^{about} his work. ~~At~~ ^{At} the time the second world
war broke out, Gillies had an assistant named McIndoe
which really advanced in plastic surgery. During the war
McIndoe ~~has~~ ^{has} made surgery of a lot of pilots and



Although there is some irrelevant material, the response shows an understanding of the mandatory nature of the 1875 Act and the wider role played by the Government.



In this type of question, try to use vocabulary that emphasises difference, such as 'whereas' or 'but'.

This is a high-level response to Part C(ii).

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

(a) One way in which the role of ^{local} authorities in public health act after 1875 was different from their role in public health before 1875 was their attitudes. Before 1875 by the public health act in 1848, local authorities were allowed to take actions in improving the public health, however many didn't bother to do so and therefore little progress in public health was made before 1875. However, after 1875 attitudes were changing and by the 1875 public health act the local authorities were required to take action such as: removing sewage, checking food on sale, building public toilets and improve living conditions, therefore great changes were seen after the 1875 public health act because of the attitudes of the local authorities towards the public health act.

Another way in which the role of local authorities in public health act after 1875 was different from their role before 1875 was the advances in technology. Before 1875 the understanding of the causes of disease were little and because of the Great Stink in 1858 the government took action and made the ~~1875~~ public health act, however it wasn't so significant because local authorities didn't take much action in improving hygiene and the living conditions. On the other hand, the local authorities made great improvement in public health after 1875, after the work of Pasteur about hygiene and the understanding of the causes of disease. These advances were

(a) continued) enabling the local authorities to understand how bad the living conditions were and therefore to take action in improving public health.

(b) One cause of improvement in Surgery in the years 1865-1905 was the actions of Joseph Lister. Before the problem of blood loss was solved to close the artery a very painful process called cauterization was used - a hot piece of metal would be used to seal the open artery arteries, however it wasn't effective. ^{as it often caused infection and pain for the patient} Then ligatures were used to close the arteries but it could cause infection in the body. Joseph Lister discovered Catgut this was from ^a the sheep's intestine and was very effective as it dissolved in the body after 2-3 weeks without causing infection. Therefore Lister's actions of using catgut to prevent blood loss was a major cause of improvement in surgery in the years 1865-1905.

Another cause of improvement in Surgery in the years 1865-1905 was the ^{development of the} pain relief Cocaine. This was a better anaesthetic than chloroform as ^{chloroform} it often caused sudden death. However, cocaine was an addictive ^{drug} and was therefore only used as a local anaesthetic - where you numb ^{only} ~~the~~ part of the body. A few years later Novocaine was discovered as a safer and better anaesthetic. This was used as a general anaesthetic ^{where the patient is unconscious} with hardly ^{any} side-effects. Therefore the discovery of the pain relief Cocaine ^{and} Novocaine was a major improvement in surgery in the years 1865-1905 as operations were now made safer.

(c)(i) OR (c)(ii) I ~~mostly~~ ^{think} agree that the founding of the National Health Service was the most significant development in improving medical treatment in the years 1920 - 1948

One significant development in improving medical treatment in the years 1920 - 1948 was the founding of the National Health Service - (NHS). It was set up in July 1948 and provided free medical treatment for the people such as: Surgery, dental treatment, diagnosis, GPs and other access to treatment. This was created after Beveridge published his report about the problems in public health. Another reason was that in the war when the children were evacuated, people were shocked to see the conditions the children were living in, therefore when the NHS was set up it greatly improved the medical treatment as now everyone was able to access to treatment ~~without having to pay~~ without having to pay. As in before it was set up people had to pay anything they went to the doctor, many couldn't afford it and were unable to be treated. As a result, of the National Health Service the life expectancy increased because treatment was available to everyone.

Another significant development in improving medical treatment in the years 1920 - 1948 was Plastic Surgery. Harold Gillies was the first one to treat patients, this was that if somebody's face was injured he would take skin from one part of the body and put it on the injured part. This was a major development in improving medical treatment as soldiers were able to ~~get back~~ gain back facial features, for example, a piece of bone was used to replace a nose. It also made it more acceptable to accept their ^{new} facial features after being injured in war. Therefore Plastic

((c)(i) OR (c)(ii) continued) Surgery was a major significant development in improving medical treatment in the years 1920-1948.

Another significant development in improving medical treatment in the years 1920-1948 was the use of Saline bath to solve the problem of burns. Burns were a major problem in the medical field as it ~~has~~ only become a common injury in World War One. Doctors realised that by using chemical coating to heal burns, the chemical shrank the tissues around the burn causing more numbness for the patient. Therefore, a Saline bath was developed to prevent the tissues from shrinking and was very effective. As a result, treatment was available for ~~both~~ soldiers and pilots who burned themselves during World War One and World War Two. This was therefore a significant development in improving medical treatment in the years 1920-1948.

In conclusion, I think that the founding of the National Health Service was the most significant development in improving medical treatment in the years 1920-1948 as it included every kind of treatment for no cost. However, even though plastic surgery was a major development in medical treatment it only helped those who were injured facially or anywhere else on the skin. The NHS included all treatment and was therefore the most significant development.

Treating burns using the Saline bath was also a significant development in medical treatment as it was safer than chemical coating. However, the National Health Service was a major development in which everyone was able to access to, therefore it was the most significant development in medical treatment in the years 1920-1948.



This response shows good knowledge of three separate aspects of developments in medical treatment in the years 1920-48 and reaches a supported judgement.



To achieve high marks candidates must ensure that they cover three aspects in their response.

Question (B)3

There were insufficient responses to this question for a report on candidate performance to be made.

Question (B)4

1. In Part (A) candidates demonstrated an excellent understanding of how Deng's measures brought about change from the position at the end of Mao's leadership. Not only was education once again considered a priority but Deng placed more value on research, technical education, and study in the West.

In contrast, Part (B) was not well-answered. Candidates lacked a precise knowledge of Deng's support for Maoist communism and his reluctance to support democracy. The visit of President Gorbachev also embarrassed Deng because Gorbachev's visit had to be organised to avoid Tiananmen Square. Where this knowledge was used to support answers, high reward was achieved. There were many responses, however, that talked in general terms about 'wanting to suppress opposition'.

Both Part (C) questions elicited good responses. Changes in the life of people working in agriculture (or, indeed, lack of change) was well-known and candidates were very familiar with changes in Chinese industry under Mao. Where the candidates discussed three aspects of the question, and reached a supported judgement, high marks were achieved.

This a high-level response to Part (A)

Chosen question number: Question B1

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

Question B8

(a) One way Education before Deng Reform was different to after was ~~that~~ that intellectuals were respected and acknowledged as a way for China to move forward. Before Deng Reform during the Cultural Revolution the intellectuals were targeted as one of the 'Olds' and needed to be exterminated and were viewed as slowing down Chinese progress. However after Deng's reforms Intellectuals and education was acknowledged as a main part to modernise China. Deng encouraged scholarship abroad and encourage progression of all through getting a degree but was due to the only 3% were shown to have come through year day ~~progression~~ cultural Revolution and may couldn't read or write.

((a) continued)

Another difference was the influence
westerners were allowed to have on
education before and after Deng
Reform. Before his reforms westerners
and foreigners were still discouraged
and were seen as a dangerous
influence within China. However
after Deng's reforms many people
were encouraged to learn and
be influenced by the westerners
and people Chinese who were
studying abroad were ^{invited} ~~allowed~~ to
help program China and by the ^{had}
leant the modern ^{technology} ~~changes~~ of the ^{foreign} ~~west~~ world.
Furthermore Deng encouraged more
Chinese to study abroad and gain
^{westernised} ~~western~~ culture to aid in
the adaptation of ~~China~~ and
modernisation of China.

(b)
One cause of the action and murder of Deng was due to the Soviet Union president visit. Deng didn't want a communist panel to see the oppression ~~activity~~ ^{with} in Tiananmen square or that would lead to world knowledge and stereotyping of ^{the} corruption in China - the knowledge would also lead to closer in trust and cohesion as communism is done for many and here people felt disregarded and ~~that~~ rejected. Deng also used to enve peace talks with ^{something was success and was} ~~peace in China would reach~~ ^{look}
A second cause was because he wanted to shut down and restore order in China to progress as a nation. May intellectuals & workers were protest due to criticism to govern of their implacation and inter complexity rise, by rules and the inter fact of how employees was not done in unity but were as due to family connection. The violence enforced by Deng was to ensure no further oppression to communist rule would occur. He sent in 50,000 officers to restore order and limit freedom of speech. May leaders and student was killed but attempt to

((b) continued)

Country was authorized to limit any further progress.

(c)(i) OR (c)(ii)

From the year 1949-1976 life for the people working in agriculture changed immensely. This was due to the Agrarian Reform Law of 1950, the Great Famine of 1962, and the collectivisation of Agriculture.

Mao had identified the progress of China lay in hands of the peasants. Peasants were kept under tight landlord restriction with low income and hope. In 1950 Mao implemented the Agrarian Reform Law which denounced and removed the old elite while increasing the support for communism of the peasantry. The law was a mix of peaceful one but was left to the greed and communism of people to implement. The law resulted in struggle between urban communists and over 1 million landlords were 'purged', many beaten and killed. The result was immense misery but the peasants were able to take the land of the landowners and no longer their own profit. The result was the removal of the old elite and the beginning of a new communist era within rural areas. This led to the peasants being ordered to work for a profit. This is a factor as to why life of the peasants in agriculture improved in the 1950s.

((c)(i) OR (c)(ii) continued)

The second reason as to why the population increased in agriculture was due to the collectivisation scheme. Mao was encouraged to increase agricultural output in order to develop and modernise China. He implemented and supervised peasant study groups together in APC's to increase agricultural output. APC's were made up of over 3000 peasants and could be encouraged to harvest a profit. However during this period the immense changes caused resulted in a sudden move to collectivisation - rich peasants owned land and hired poorer ones to work. Mao argued immediately with this and encouraged soldiers to stay close down with force - many peasants refused for incentives to work and hid grain. The APC's and limited were made up of common which tried to use a lot of power even used. Common were made up of 3000's APC's were - and other more important was to the state which made many peasants were used - although agricultural output would significantly lead to a decrease in food for peasants. Subsequently rising in an outbreak of civil war which was although collectivisation improved agricultural output from China - it weakened and made the peasants worse.

((c)(i) OR (c)(ii) continued)

The 3rd factor that contributed to the change in life of the peasant in agriculture was the 1462 - famine. The famine was due to lack of investment in the rural area due to all money and produce going to the state. Famine was enhanced by Manu's decision to make the farmer swear to receive the '4 per cent' tax provided in a numerical number of 1/4 to eat the rest on the crop. Resulting in crops being destroyed and agriculture and food produce declining rapidly. Not only was Manu's modernisation seen a challenge - the are implemented that areas with the Tihelen region were to be grown with crops suitable for the land due to severe drought and floods in the summer. Turnout not only did agriculture produce fall but could not equal the white produce. The result of the time in the peasant/farming area was over 50 million deaths from starvation. Shows that although Manu believed life in getting better for the agricultural workers - it was in fact they were resulting in many deaths many agricultural expenditure was being driven

((c)(i) OR (c)(ii) continued)

an profit for the peasant.

Overall the loss for the
agricultural workers changed to a
large extent & increasingly
getting worse due to schemes imposed
by Mao to try and improve
economy. In fact he believed
his schemes were to benefit the
workers but instead were leading to
a magnitude of failures and ~~at~~
deaths.



ResultsPlus
Examiner Comments

The candidate identifies two features (respect for intellectuals and the attraction of western education). Changes within those features are explained clearly.



ResultsPlus
Examiner Tip

It is a good idea to use terms such as 'one feature' and 'another feature' to make sure it is clear that there are two separate points.

Question (B)5

Candidates had few difficulties with Part (A), with most responses focused on the lack of an army in the League (as opposed to the ability of the United Nations raise one) and the difference in nature of the membership.

Part (B) proved a little more challenging, with many candidates believing that the UN was fighting to stop communism in South Korea. In reality, that might have been the case but, technically, it could not be.

Better responses explained the importance of the international force sent under US leadership and the fact that the Soviet Union did not veto UN intervention. A small number of candidates misread the question and answered on why the UN was involved in Korea.

There were very few answers to Part (C) (i), with most candidates seemingly more comfortable writing about the Italian invasion of Abyssinia in Part (C)(ii). There were some very good responses with many candidates saying that it was not Abyssinia that was the turning point, but Manchuria. The League had worked effectively against smaller nations in the 1920s but Manchuria destroyed its reputation as an organisation that could prevent aggression. By the time of the Italian invasion, the damage was done.

This is a response marked at the top of Level 3.

Chosen question number: Question B1 ✕

Question B2 ✕

Question B3 ✕

Question B4 ✕

Question B5 ✕

Question B6 ✕

Question B7 ✕

Question B8 ✕

(a) One way in which the organisation and structure was different between League of Nations (LoN) and the United Nations (UN) was through the slightly different ^{or methods} aims. The LoN, which posed itself as an international organisation, but in reality was a "victor's club" post-World War I and mostly had European members, believed in peace-keeping and simple diplomatic approach. It believed in acting after a unanimous vote, which significantly slowed down decision-making as even 1 veto could counter the whole plan to stop and search for compromise which would take time and make it difficult to make ~~the~~ ^{an} plan which was strong and "bulletproof". The ~~League of Nations~~ UN however ~~was~~ ^{is} a much more international organisational and it had adapted and changed (improved) the idea

(a) continued) of the L of N, but redefining the term of peacekeeping and ~~accepted~~ ^{made} decisions through the majority of votes. This ~~made~~ decision making faster and more effective such as the UN's involvement in Korea (1950-53) and Congo, whereas in the L of N decisions took more time to be made and often failed to solve the crises (eg Manchuria and Abyssinia).

Another difference is the fact that the L of N lacked force while the UN had the ability to collect a peacekeeping army. The League of Nations depended on the the members involved to provide their own troops and/or other countries to collect and send troops to the crisis-struck country. UN on the other hand was much more effective in tackling such problem as it ~~had~~ ^{has} its own peacekeeping troops that can be sent ~~fast~~. This makes the UN more effective in tackling crises as it takes less time to organize and does not ~~need extra~~ ^{need extra} ~~time~~ ^{time} for voting which could mean that the crisis could ~~be~~ be handled quickly.

1914-18 war

(b) ~~North Korea~~

One cause of UN success in Korea was the fact that it used force. ~~As~~ When North Korea refused to co-operate and attacked South Korea, the UN quickly sent troops (mostly supplied by America), which allowed the troops ~~from~~ of North Korea to be pushed back behind the 37th parallel.

Another cause of the UN success in Korea was the quick response. It took only 3 days for the UN to agree and send peacekeeping troops to Korea, which made its response very effective and quick, which made it easier to tackle the crisis.

ii)
(b) continued) ~~The~~ The Italian invasion of Abyssinia (1935) is ~~the~~ the key turning point in the League's ability to maintain world peace ~~the League's ability to maintain world peace~~ ~~the League's ability to maintain world peace~~ Abyssinia ~~the~~ demonstrated that the League was not "all-powerful" and that it was not always capable of solving peace-keeping issues and exposed those countries which had a significant self-interest (eg Britain and France). This showed that the League's ability to maintain peace was limited as the aggressor (in the case of Abyssinia - Mussolini) could either ignore it or simply leave the League.

Some might argue that the crisis in the Aaland Islands is a far more significant piece of evidence demonstrating the League's ability to maintain world peace as it was the first crisis that the League dealt with and demonstrated that the League had the power to be involved (eg send neutral experts) and act quickly, however the Aaland Islands' are a rare case of success and the League rarely showed that it could maintain peace and successfully

(b) continued) Tackle crises. Abyssinian crisis is a much better example of its ability as it exposed the weaknesses of the League and showed that it was not always capable in solving crises.

Others might say that the Manchurian crisis is a significant crisis which demonstrated the League's ability to maintain peace as it had some similarities with Abyssinia of being ignored by countries (aggressors) and the aggressors leaving the League during the crisis of Japan during Manchuria. However it is a slightly less significant example as it did not demonstrate that the League not only had organisational issues but also issues with members of Britain and France inhibiting investigation.



This is a rather unusual response, both in terms of length and approach. There is little doubt, however, that it explains two differences in the organisation and structure of the League and UN.



To establish difference, it is important that direct comparisons are made.

Question (B)6

A very small number of candidates answered this option and the standard of responses was generally not high.

Candidates found Part (A) challenging. Better responses explained the similarities in terms of the use of aerial bombardment and support from infantry, tanks and armoured vehicles. Some candidates, however, had very little knowledge of the warfare used in the Gulf Wars.

Although the development of drone warfare is listed in the specification there was a number of responses to Part (B) that showed no understanding of the problems involved in their use.

Better responses talked of taking innocent civilian lives, whilst others explained that the spying capability of drones may well have led to accusations of transgressing the 1948 Human Rights Declaration.

Responses to Part C were better, with most candidates explaining the significance of the development of blitzkrieg. There were many examples, however, of candidates limiting their responses to blitzkrieg and Hiroshima, rather than providing a third aspect such as the development of aircraft carriers or the success of guerrilla warfare.

This example reaches the top level.

Chosen question number: **Question B1**

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

Question B8

(a) One way that warfare in the first Gulf war was similar to the second Gulf war was the use of naval warfare. The first Gulf war centered around Kuwait due to the trade channel so fighting centered around the sea in order to blockade the other side's resources.

Another way warfare in the first Gulf war was similar to the second Gulf war was the reason for fighting. The first Gulf war centered around oil and both sides desperately needed what Kuwait offered therefore fighting centered around this.

(b) One ~~problem~~ cause of the problems associated with drones was the idea of playstation mentality. This idea was that the person ~~for~~ controlling the drone was so far from the person or people they were potentially killing that the impact of it is reduced. Rather than seeing blood and flesh, ~~or~~ they only saw pixels on a screen. This sparked worry that killing would be a lot easier and it ~~was~~ might take away a person's humanity towards others.

Another cause of the problems associated with drones was the question of ~~use~~ whether they were actually worth it. Drones are very expensive, and there are questions of whether the cost is worth its use. Whilst drones ~~are~~ are useful for reconnaissance and even ~~in~~ in fighting, there are many other technologies available, such as unmanned ground vehicles which can be used for reconnaissance, as well as uses such as bomb disposal.

(c)(i) OR (c)(ii) I think that to a ~~great~~^{large} extent, blitzkrieg was the most significant development in warfare in the years 1919-45. However I also think that to a medium extent, Hiroshima was the most significant, and to a small extent, aircraft carriers were the most significant.

To a large extent, the use of blitzkrieg was most significant in the development of warfare as it is a tactic that is continuously used. Starting with Germany using Blitzkrieg in Poland and France. In France, Germany went through the Ardennes forest to surprise the French, as well as using tanks, infantry and air power to overwhelm the French, leading to a victory. The fact that this tactic of 'lightning war' has been used many times since shows the significance of Blitzkrieg tactics.

To a medium extent, Hiroshima was the most significant development in warfare. Hiroshima was the first time an atomic bomb was used not for testing, and the bomb was equivalent to 15,000 tonnes of TNT and caused around 100,000 casualties by the end of the year. Also, this bombing as well as Nagasaki sparked the two arms races of developing nuclear warfare. However, due to Mutually Assured

((c)(i) OR (c)(ii) continued) Destruction, among other reasons, nuclear warfare was not used again in fighting, it seems to be only a warning. This shows how whilst the bombing of Hiroshima was incredibly significant, the absence of more nuclear warfare diminishes its significance in warfare development.

To a small extent, aircraft carriers were most significant in warfare development. They allowed planes to take off, land, refuel, and be maintained in open ocean. This increases the time planes can be used for fighting. They were incredibly important in the Battles of Coral Sea and Midway. In the Battle of Midway, Japan had 4 aircraft carriers to the US's 3, however the US still managed to destroy Japan's 4 showing that aircraft carriers are not the only defining factor in a naval battle.

I think that Blitzkrieg was the most significant development in warfare in the years 1919-45 as the tactics are continuing to be used, showing its impact. Whilst Hiroshima was very impactful, nuclear warfare is not being used today. Also, whilst aircraft carriers are incredibly useful in naval

((c)(i) **OR** (c)(ii) continued) ... and ~~over~~ aerial warfare, they are not the most significant factor in battles of these types.



ResultsPlus
Examiner Comments

The candidate identifies the valid problems associated with drones and explains them concisely, but well.



ResultsPlus
Examiner Tip

Candidate must provide two reasons to achieve high marks.

Question (B)7

This question was a popular option with some very good responses.

In Part (A) candidates were able to explain how the optimistic tone of British rule in 1917 was long gone by the end of 1946. Candidates argued that in 1917 the British were looking at long-term policies aimed at resolving the difference of opinion in the area. By the end of 1946, the British were having to use repressive measures to keep peace and had already made the decision to leave Palestine in the hands of the UN.

Part (B) proved challenging to some candidates but most used their contextual knowledge to provide good explanations of the reasons for opposition. The main reason lay in the deep-seated suspicion between the two communities, as witnessed by the belief of Hamas that Israel should not even exist. Added to this was the issue of settlement on the West Bank and divisions within the Israeli government and the issuing of the 14 'reservations'.

In Part (C), most candidates answered on the role of the UN in the Middle East in the years 1947-75. Here, the general conclusion was that the UN was very influential in 1947 but became secondary to the ambitions of the Great Powers, thereafter. Most candidates appreciated the work of Kissinger but did not seem to realise that he was working for the USA, not the UN.

This is an example of a candidate who knows the answer but needs to provide a little more support.

Chosen question number: Question B1

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

Question B8

(a) One way in which the aims of ^{the} British in Palestine was different was ~~that~~ on the amount of land that was given to them. In 1917, the British stated that they were looking for a homeland for the Jews and so wanted them to stay within Palestine, however in 1946, the British wanted for Jews to have their own land and taking ~~some~~ land away from Palestine to do that.

One way in which the aims of the British in Palestine was different was ~~that they wanted to protect~~ ~~Palestinians~~ their view on Palestinians rights. In 1917, they ~~also~~ say that they will do nothing to harm Palestinian rights, however in 1946, they don't mention the Palestinian rights and instead focus on giving Jews land.

(b) One cause for opposition to the Roadmap for peace was that both sides had extremists. ~~By~~ This caused opposition as neither side could fully agree on what was fair. And so when the Roadmap for peace was passed, it never worked as both states couldn't get along. For the Palestinians, the extremists believed that they should get back all their land however the extremists for the Jews believed they shouldn't even be giving any land.

Another cause for opposition to the Roadmap for ~~the~~ Peace was that the Palestinians did not have a distinct leader. This caused opposition as although Arafat was the leader of the PLO, not everyone agrees with his views and so when he agreed terms, not everyone back in Palestine agreed, creating opposition.

(c)(i) OR (c)(ii)

The three main turning points in the relations between Arabs and Jews in the years 1978 - 2000 were the Camp David Agreements, the Oslo Peace Accords and Acts of Terrorism. I believe that the Camp David Agreements was the biggest turning point.

The Camp David Agreements was the biggest turning point. Up until that point, no Arab state was willing to recognize Israel as an independent state. Egypt needed security for the Suez canal and so had to make peace with Israel. The Camp David agreement created lasting peace between Egypt and Israel. For example, the famous photo of the handshake between the two leaders. This ~~was~~ was a big turning point as it showed that the middle east could reach peace eventually and was the first stepping stone into doing so.

The Oslo Accords were a key turning point in between Israel and Palestine. It was the first attempts at peace between the two and so symbolized hope for the middle east. However,

((c)(i) OR (c)(ii) continued) Even though it was the first attempt to make peace, it didn't work and so although it was important in trying to start the peace agreements, nothing ever really happened and just went back to the way it was.

Acts of Terrorism were ~~as~~ key turning points but for the worse. For example, in the Munich Olympics where the Black September group kidnapped and killed the Israeli competitors. This was a key turning point as it brought global attention to the situation between Arabs and Jews. Another key event ~~was~~ within this was the plane bombings, where the PLO hijacked multiple planes at an airport and blew them up without the people inside. This generated huge media attention around the world. However, this was not the most important as nothing was accomplished by these acts of terrorism, other than bringing global attention to the problem. It didn't resolve anything and so was not a big turning point.

In conclusion, the Camp David Agreements

((c)(i) OR (c)(ii) continued)

~~Was~~ the key turning point in the relations between Arabs and Jews, because it was the only turning point that achieved lasting peace and solidarity between an Arab State and Palestine



ResultsPlus
Examiner Comments

Two very good reasons are identified but more specific support is needed to achieve top marks.

The quality of the argument puts the response in Level 3 but the lack of detailed support restricts its reward.



ResultsPlus
Examiner Tip

Candidates must always provide precise information to support their answers if they wish to receive high marks.

Question (B)8

This new topic is growing in popularity, though is still chosen by a very small percentage of the candidature.

There was a wide variety in the quality of responses. There were many responses that showed a good understanding and detailed knowledge of the issues involved in the search for greater equality in the late 20th and early 21st centuries. Others, however, included generalised comments, which suggested that the candidates had not really engaged with the course except at a superficial level.

The specification sets out the main milestones in the search for equality in the 20th and early 21st centuries and it is important that candidates have a sound knowledge of those key aspects of the course if they are to avoid superficiality in their responses.

Responses to Part (A) were a good example of why this is necessary. Better responses noted that the Race Relations Act did not cover housing and employment, and that discrimination was outlawed only in public places. So discrimination continued. Those who knew the detail less well pointed out that there always has been discrimination and that it continues to this day, so the Act made little difference. It is true that the Act did not end discrimination but to achieve highly, candidates needed to provide precise detail of how its impact was limited.

Part (B) was very well-answered. Candidates understood the need to react to the 1958 riots, to raise awareness of the quality of Caribbean culture and to help foster a sense of community amongst immigrants from that region.

In both options in Part (C) the success of the responses tended to depend upon the amount of contextual knowledge candidates had to support their answer. Some excellent knowledge was shown to produce high-level responses; where knowledge was missing responses tended to concentrate on generalisations about the present day.

This is an example of a top level response to Part C (ii)

Chosen question number: **Question B1**

Question B2

Question B3

Question B4

Question B5

Question B6

Question B7

Question B8

(a) One way it was similar was that there was still racism embedded in British society. Despite the law outlawing racial discrimination in areas of housing, service provision, education, employment and public areas, many British people still resented racial minorities for numerous reasons such as taking their jobs or housing. This is reflected by the Steven Lawrence case 1993 where the Macpherson report concluded that the Metropolitan police were institutionally racist despite being after the Race Relations Act. It also suggested that some members of the population had violent tendencies due to hatred caused from racism.

Another way it was similar was that ~~the~~ following the act but before the Immigration Act, it was still difficult for immigrants to come to the

(a) continued UK as the Commonwealth Immigration Act of 1962 implemented a voucher system where immigrants could only come to Britain if given these vouchers due to having a Job invitation, specialised skill or living relatives in Britain. This meant that immigrants were still discouraged from coming to the UK as the government still had legislation in place to stop them from coming to Britain.

(b) One cause of the formation of the Caribbean Carnival was to improve racial relations. These high tensions were highlighted by the Notting Hill Race Riots where a group of white people attacked African - Caribbean residents and their homes. They fought back and some were injured with and following the riots, they were arrested with some carrying ~~was~~ weapons. The carnival was seen as a way to unite those of different races to celebrate together and decrease the societal tensions that had formed as a result of the racist attitudes. With a greater understanding of the other's cultures, Claudia Jones hoped relations would improve and stereotypes would be disproven.

Another cause of the Carnival was to introduce Caribbean culture to Britain and try and integrate more with ~~stereotype~~ British society. Due to the windrush generation, many hundreds of immigrants had come to the UK particularly from the Caribbean as people hoped to escape the failing economy with hope of finding a better life in Britain. These immigrants were not welcomed as they had hoped, and were forced to live in London areas separate from British people. This gave a sense that they were the immigrants.

((b) continued) and their cultures were not being accepted by British society so Claudia Jones hoped to convince them to end the divide. By mixing people of different cultures, she believed that ~~other~~ people would be more accepting of others no matter where they had originated.

STOAN.

(c)(i) OR (c)(ii) Previously following the war when a large number of veterans returned with some level of disability, they were not properly integrated back into society and despite some attempts from various groups, employment was hard to attain for many disabled people. However, the Disabled Persons (Employment) Act of 1944 meant that there would be a register of disabled persons, disabled persons would be assisted in finding secure employment and all companies had to employ 3% disabled people. This meant that many disabled people could finally enter or re-enter the workforce, depending if they were one of the thousands who were disabled from WW2, which further improved their journey of rehabilitation and chance of independent living. Due to this ability to earn an income now that it was not easy to find a job, they regained hope of living a normal life and did not have to rely on support ~~from~~ payments from the government or charities. Additionally, this Act further moved them away from asylums. This act was much more successful than "Re-employment limited".

The Chronically Sick and Disabled Persons Act of 1970 also meant that councils were responsible for making sure disabled people's housing was fully adapted to their needs. This further benefited disabled people as it made independent

((c)(i) OR (c)(ii) continued) life was possible for them as they could get around their houses more easily. Whilst there was not much funding, it was still beneficial for disabled persons.

The Warnock Report in 1974 further developed disabled people's position and support in education. The committee evaluated that since previously special needs children had been separated, they should be taught in mainstream schools along with other children. This meant that disabled people were introduced to the youth and portrayed as their equals instead of hidden away in different schools, which led to a greater acceptance of them in society. Additionally the report highlighted the importance of schools to work with the parents to ensure the educational needs of the child were met to guarantee a beneficial and helpful education. Special needs children had to be assessed as early as possible so that they could receive the right support, which meant that education was further adapted to their needs leading to special needs children receiving more support and achieving better results than otherwise.

((c)(i) OR (c)(ii) continued) During this period, asylums which originally held many disabled people by locking them up were exposed by the media who highlighted the scandals and brutality that took place. As more asylums were closed down, more disabled people were moved to more appropriate care homes and independent housing which further developed their ability to be self reliant and improved the help they received that they otherwise would not have gotten.

Additionally, Ludwig Guttmann made revolutionary advancements in disabled people care as he improved the life expectancy which was originally only 2 years from time of injury. He focused on the idea of rehabilitation being a key aspect of hope to return to family life and was determined to have more disabled athletes. Ludwig introduced various wheelchair sports such as polo, basketball and archery which eventually led to the Manderhill games and then Paralympic games which first took place in 1960. This movement proved disabled people to be capable sportsmen and highlighted their comparable capability in sports that would have otherwise been seen as

((c)(i) OR (c)(ii) continued) ludicrous & since few believed disabled people possible of participating in such extreme physical activities. This improved attitudes to disabled people and their representation in sports has been undeniable as the Paralympic games became the second most watched sports competition in the world.

In conclusion, the position of disabled people improved dramatically over the course of 1944-86 as attitudes changed and ^{more} legislation was put in place to support them. Disabled people became more viewed as equals and functioning members of society which contrasted to the previous ableist beliefs such as eugenics which was held before WW2 and wanted to rid the world of disabled people to have the perfect human race. However by 1986 this was not the case and attitudes had changed greatly.



ResultsPlus
Examiner Comments

The response shows a detailed knowledge of a number of aspects related to the position of disabled people in society and reaches a supported judgement to conclude.



ResultsPlus
Examiner Tip

Candidates need to reach a judgement about the hypothesis given.

This is a top-level Part (B) response.

Chosen question number: **Question B1** **Question B2** **Question B3**

Question B4 **Question B5** **Question B6**

Question B7 **Question B8**

(a) One way the treatment of immigrants in Britain was similar before and after the 1965 Race Relations Act was that racism still existed. The Race Relations Act prohibited racial discrimination in public places, ~~so~~ so this meant people were free to be racist in private. This meant immigrants who weren't white had difficulty finding quality accommodation, and instead had to settle for ~~substandard~~ substandard living conditions, just like they had before the Act was passed.

Another way treatment of immigrants was similar was ~~immigration~~ some immigrants were treated kindly and with respect. During World War 2, many immigrants ^{from the Commonwealth} had joined the British forces to ~~contribute~~ help, and had been met by appreciation by ^{most of} the British public. This appreciation would have remained even after the Race Relations Act, which may have even encouraged the appreciation.

(b) One cause of the founding of the Caribbean Carnival in 1959 was to make immigrants feel safer after the Notting Hill race riots. The riots were a series of attacks on black men by white men which included attacking homes and yelling racial slurs. The aggression made Britain seem unsafe for immigrants who were people of colour, so ~~they~~ many moved back to their native countries. However, in response to the attacks, Claudia Jones created the Caribbean Carnival to demonstrate the community, and help the immigrants feel more welcome, and safe.

Another cause of the founding of the Caribbean Carnival was the need to have a place to ~~be~~ be free from racial discrimination. In the 1950s, there was significant discrimination against racial minorities because workers believed they were lowering wages by accepting lower pay, and many ~~young~~ young white men (particularly those in Teddy Boy gangs) ~~were~~ believed black men were 'stealing their women.' However the Carnival celebrated different races, instead of discriminating against them, through the sharing of food and music and dancing. ~~This meant~~

(c)(i) OR (c)(ii) Although equality for most minorities was not good in 1914-1945, there was lots of ^{causes} improvements that brought about greater equality in those years, ~~most~~ most importantly the wars. ^{One factor that improved equality was} ~~On the one hand, after the~~ government legislation ~~was key~~ in improving equality. For example, the 1919 Sex ~~ER~~ Disqualification (Removal) Act ~~has~~ allowed women to take on a larger range of jobs, including barristers, solicitors and magistrates. This allowed for greater equality because it meant women now had more opportunities ~~to do~~ and liberty in their lives. However, government legislation ~~was~~ also greatly hindered ~~the~~ improvement of equality. The 1919 Aliens Restriction Act made it so that ~~peopl~~ immigrants ('aliens') needed to register with the police, ~~live in~~ and live in certain areas. They were also restricted from some jobs and allowed to be deported. This directly limited equality, so government legislation didn't always help improve equality.

Another factor in bringing about equality was protests and ^{activism} ~~merches~~. In 1920, legislation was passed that meant increased ~~accessibility~~ accessibility for the blind because of protests arguing for it. In addition to this, the Jarrow Crusade was when 100 men ~~were~~ participated in a hunger march to demand ~~some~~ employment, as a shipyard had ~~broken~~ been closed, leaving 1 in 2 unemployed. This raised awareness of the issue, but ultimately did not improve equality much because the government refused to be pressured into changing policies, so protests and ~~and~~ activism were only so useful in ~~was~~ improving equality.

Finally, the most significant factor in bringing about greater

((c)(i) OR (c)(ii) continued) equality was war work, particularly for women. In both the first and second World Wars, men were conscripted to fight. This meant there were ~~several~~ ~~lots~~ lots of jobs left open for women to take. This meant women were given the opportunities to work in essential industries like agriculture, in factories to produce munitions ~~and materials~~ and materials, and even in the armed forces (e.g. the WRAF). ~~This~~ Women were able to help their country alongside men, and also to work ~~if they~~ in jobs they may not have previously been allowed in, showing that equality between the genders was growing. As well as women, the ~~war~~ wars left openings for immigrants and people with disabilities to join the workforce too, so equality for those minorities also became greater.* During the war, Britain ~~came together~~ joined to work together, which meant it was an extremely significant factor in bringing about ~~significant~~ ~~eq~~ greater equality.

In conclusion, the impact of ~~the~~ war was the greatest factor in improving equality as it allowed several minorities ~~and~~ ~~discriminate~~ into the workforce, and allowed them greater opportunities. ~~B~~ Activism did improve equality as well, but not to the same extent because the government did not always relent, and government legislation did not always improve equality. Overall, it was the war that brought about the most equality.

* The colour bar was also ~~re~~ lifted during WW2, which allowed immigrants to join the army, working alongside ^{their} white ~~sold~~



The response has identified two reasons for the founding of the Caribbean Carnival (they are related but different) and supported those reasons with contextual knowledge.



Candidates should always give two causes.

Paper Summary

- In Section A Question part (A), it is good technique to signpost responses by beginning paragraphs with 'one feature' 'a second feature' etc.
- In Section A Question part (B), candidates must ensure that they consider both agreement and difference and try to assess the extent of that agreement/difference.
- In Section A Question part (C) candidates should use information from both sources and from the extract but should also use their own contextual knowledge. To achieve the highest marks, candidates need also to reach an overall judgement on the validity of the interpretation.
- In Section B Question (A) candidates need to make direct comparisons between the two dates/time periods set out in the question.
- In Section B Question (B) candidates are asked to consider the causes of change. The highest marks will go to responses that identify the reasons for change and also explain why those reasons brought about the change.
- Section B Question (C) asks candidates to consider the extent of change or the causes of that change. Candidates must use their knowledge and the bullet points to explain how or why change has occurred.

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