

Examiners' Report

June 2025

Int GCSE History 4HI1 02

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Introduction

General Comments

The paper has two sections, Section A and Section B.

Section A questions have three sub-parts:

Question Part (a) focuses on Assessment Objective 1, testing knowledge and understanding of the characteristics of the period studied. Question Parts (b) and (c) address Assessment Objectives 3 and 4 with candidates asked to consider two historical sources and a modern extract before answering questions based on cross-reference and evaluation of a historical interpretation.

Part (a) is well-answered by most candidates, and the practice of writing two separate paragraphs beginning 'one feature...', 'a second feature...', continues to be the best approach to answering this question although markers will still award marks for two features where this convention is not used. While some candidates write lengthy responses to this question, and generally gain high marks by doing so, the most effective responses support concise descriptions of the key features with precise and well-chosen historical detail.

Part (b) is also well-answered by most candidates and the majority identify both areas of agreement and disagreement. This is often supported by cross-references and direct comparisons. Candidates often attempt to provide some reasoning about the extent of support to reach the top levels of the mark scheme. Often this reasoning appears in a short conclusion which is a helpful approach. However, candidates can be awarded top level marks wherever this reasoning appears. The extent of support is often explained well by those candidates who use their precise cross-referencing to produce a more holistic impression of the overall view provided by the sources.

In Question Part (c) candidates often produce well-structured evaluations which review all of the alternative views presented in the sources and the interpretation with some impressive analysis of those materials on show. Candidates must look to support their evaluations with relevant contextual knowledge and there were many good examples of candidates doing so. The role of contextual knowledge is to be used precisely to support the evaluation. This is not often achieved by writing full paragraphs of own knowledge but rather with precisely selected knowledge that is used **directly** to support the evaluation. The range and depth of this knowledge is not what is being rewarded but instead the mark scheme rewards candidates for the way it is used. In other words, successful candidates build an argument around the sources and interpretation which is then supported by short but specific points of knowledge. Candidates often produce strong overall judgements which focus on the validity of the interpretation. Often candidates deliver these judgements in a focused conclusion but some very strong responses deliver judgements throughout the response.

Section B questions have three sub-parts:

Part (a) asks for candidates to explain two ways in which an aspect of history in one period was different from (or similar to) another period. Candidates generally produce comparative responses to this question and pay careful attention to the dates mentioned.

Part (b) requires candidates to explain the causes of a given outcome. Where candidates had good knowledge of the topic, they were able to provide well-structured responses focused on two clear causes, supported by accurate and relevant information. In some cases, candidates wrote descriptions of the outcome itself rather than focusing on its causes or essentially repeated the same cause but with slightly different supporting information.

Part (c) asks candidates to consider the extent of change or the causes of that change. As required by the mark scheme candidates are generally able to provide an additional aspect not stated in the paper. Candidates who directly addressed the focus of the question, instead of producing an unfocused narrative of events in the period, were able to reach the top levels of the mark scheme. There were many sophisticated and analytical responses to these questions.

Question: A1

In part (a) the majority of candidates chose to write about the key features of the Schlieffen Plan and showed good knowledge with many being able to describe two key features of the plan. In many cases, this question was interpreted widely to include the failures of the plan when it was used in 1914 although some candidates did move too far into a broader description of trench warfare with limited reference to the Schlieffen Plan itself. Those candidates choosing to describe the features of the assassination at Sarajevo also had good knowledge of the events and its immediate consequences.

For part (b) many candidates were able to identify key similarities and differences between the sources such as the speed of the German advance (similarity) and the level of organisation of the British defences (difference). Many were also able to show understanding of the extent of support.

In part (c) candidates used excellent contextual knowledge to support explained evaluations of the views expressed in Extract C. This knowledge was used to place the Ludendorff Offensive in the context of both its own military innovations and the consequences for the overstretched German army.

This is a strong response to parts (a), (b) and (c).

SECTION A: Historical Investigation

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

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

(a) One feature of the Schlieffen Plan was that it aimed to protect Germany from fighting a war on two fronts. By sending 80% of their troops to invade France through Belgium, the Germans believed they would be able to take Paris in only six weeks. This would allow them to then turn their attention to defeating Russia, ~~with~~ without fighting on both the Western and Eastern fronts at the same time.

Another feature of the Schlieffen Plan was that its success was dependant on assumptions made about the reactions of other nations to the plan. The Germans believed Russia would take six weeks to mobilise when in reality they took only ~~to~~ ten days. Furthermore, the Germans thought they would face no resistance when ~~in reality~~ advancing through Belgium when in reality the

((a) continued) Belgian army supported by 75,000 members of the BEF held the Germans up for 24 hours at the Battle of Mons.

(b) Source A supports Source B to a significant extent about the reaction of the British army to the Ludendorff Spring Offensive. Source B states 'retreated', which is supported by Source A stating 'we fought and retreated'. This shows that the two do. Additionally the sources both agree that the Ludendorff Spring Offensive was continuous with Source B stating 'we retreated day after day' and Source A stating 'we fought and retreated, fought and retreated'. Finally, Source A supports Source B over the fact that the British army despite having to retreat prevents the Germans from 'breaking through our lines'. Source B states 'fought hard to defend their lines' and that the 'German offensive just faded out' while Source A states 'but they did not break through'.

On the other hand Source A disagrees with Source B to a minor extent over the level of coordination ~~in~~ of the British ^{defense} ~~attack~~. Source B states 'strong and well organised British units' whereas Source A states 'we had become a muddle... ~~from~~ men from different regiments', suggesting that

((b) continued) defense was not organised at all. Furthermore Source B states 'my unit was almost destroyed' suggesting strength to the German attack but does not mention speed. Whereas Source B states 'Germans moving very quickly' ~~to~~ which shows the speed of the attack but does not mention the ~~strength of~~ amount of damage the attack caused. Additionally Source B suggest that the 'Germans' had exposed their forces to a dangerous counter-attack 'while Source A does not mention this.

Overall despite slight disagreement over the coordination of the British defence and the ^{weaknesses} ~~strengths~~ of the German advance, the Source A supports Source B to a considerable extent. Source ^A supports Source B over the retreat and continuous attack of the Germans and also the British able to withstand and ~~to~~ protect their lines.

(c) Extract C suggests that the Ludendorff Spring Offensive was a total ~~in~~ failure, which is somewhat supported by Sources A and B. However, it is clear that despite leading to Germany's defeat the Ludendorff Spring Offensive had some success.

Extract C states that the offensive 'turned out to be a total failure', because 'it did not destroy the British army or split it from the French army'. This is supported by Source A which states 'they did not break through'. These both suggest that despite advancing rapidly, the Allies were able to hold strong and prevent the Germans breaking through their defensive lines which would have made the Ludendorff Spring Offensive a success. Furthermore, Extract C states 'the offensive exhausted and demoralised the ^{German} troops'.

Additional In addition to this ~~due to~~ the immense speed of the advance of stormtroops who carried lightweight equipment and little supplies, resulted in the troops being cut off from the rest of the German army and supplies not being able to reach them. This meant they had to raid captured villages for food and supplies exhausting

((c) continued) them further. Finally, Extract C states 'the Germans suffered nearly one million casualties' due to the 'Allies counter-attack'. This is supported by Source B which stated 'exposed their forces to a dangerous counter-attack'. ~~By~~ ~~When~~ The offensive had created a salient which by August 8th the Allies were ready to attack starting with Battle of the Amiens, ~~and the~~ supported by a further attack of 500,000 US soldiers under the command of Pershing in September ~~who~~ resulting in Allied control of the entire salient ~~four days~~ later. The Allies were then able to break through the Hindenburg Line forcing Germany to realise that they were no longer able to win the war.

On the other hand however, the Ludendorff Spring Offensive did have some success. Extract C states 'the ~~tactical~~ 'surprise attack began... with great success'. The word 'surprise' shows that Allies were not expecting such an attack. Additionally, Extract C states 'only two weeks' the Germans gained 'over 50 kilometres, taking 90000 prisoners', which shows the

((c) continued) strength of the attack. Source B supports this stating ~~the~~ 'moving very quickly to ~~an~~ occupy villages we had previously held' and 'only 90 kilometres from Paris', demonstrating the distance the Germans gained. Again ~~this is supported~~ Extract C is supported by Source A which states 'my unit was almost destroyed' suggesting that the offensive did affect the strength of the British army. This shows that if a salient had not been created leaving the Germans vulnerable to attack from three sides, that the Ludendorff Spring Offensive would have been a success.

Overall, the Ludendorff Spring Offensive was not a total failure as the Germans were able to advance quickly, capturing villages and men, despite being left open to ~~at~~ a counter-attack which would bring the failure of the offensive and German defeat in the ~~WWI~~ First World War.



Part (a) is well organised and sets out two key features. In part (c) the candidate uses excellent contextual knowledge to support the evaluation as well as reaching an overall judgement.



In Part (c) use contextual knowledge to support analysis and evaluation as this candidate does instead of writing long passages of knowledge which aren't directly linked to the interpretation.

Question: A2

Candidates performed well on this question. In part (a) candidates often knew two key features of the abdication of the Tsar and this was the most popular question with candidates focusing on its immediate causes, the event itself and its immediate consequences. Those candidates who chose to address the role of Trotsky interpreted the question to include his role in the Civil War and this was given credit as it was reasonable for candidates to interpret this as being part of the Bolshevik takeover of power.

For part (b) the sources were understood well with many candidates able to demonstrate understanding of the extent of difference and they often did this by explaining the overall views of the authors.

In approaching part (c) candidates were able to understand a single historical event in its broader historical context and they were rewarded for using their knowledge of both the events and consequences of the Lena Goldfields Strike as well as broader understanding of Tsarist rule in the period 1905-1914. There was strong analysis of the extract and sources.

This script includes a Level 4 response to part (c) where specific contextual knowledge is used effectively to support the evaluation.

SECTION A: Historical Investigation

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

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

(a) One feature of the abdication of the Tsar was that it was because Tsar Nicholas had lost all support from the military and its officers, which had often previously been in favour of the Tsar, ~~and~~ so when the Tsar lost their support, he had no more support and therefore had to abdicate.

Another feature of the abdication of the Tsar ~~was~~ was that it resulted in the Provisional government being set up. ~~the~~ Tsar Nicholas ~~was first~~ agreed to give up his power, as long as his brother would become the Tsar, however his brother was advised not to and ~~did~~ there was risk of him being assassinated, so the 300 year reign of the Romanovs ended and the ~~p~~ Provisional Government was put in place.

(b) Source A does not support Source B ~~as~~ about the events ~~as~~ during the Cema Goldfield strike. Source A gives the idea that the soldiers were acting in defense, by using language such as 'fearing for their lives' and 'must shoot to protect themselves'. However, in Source B, the idea that the retaliation of the soldiers was unjustified is given by the use ~~of~~ language such as 'unarmed workers' and 'peaceful strike', showing that the strike was in fact not posing any threat to the soldiers, and so they acted unjustly. Therefore Source A does ~~not~~ agree with B because Source A's use of language illustrates that the violence of the soldiers was necessary to keep them safe and so was just, whereas Source B gives the ~~for~~ sense that it was not just and the striking workers did not pose a threat.

~~Source~~ Source A agrees with Source B about the event during the Cema Goldfield strike on matters such as the fact that ~~the~~ the actions of the soldiers

((b) continued) weren't up to them and rather orders given to them. This is shown in source A where it ~~says~~ uses language such as 'the soldiers sought permission to fire', ~~the~~ illustrating the fact that the retaliation of the soldiers was not up to them but they ~~were~~ ~~were~~ they could only act with outside orders. This agreed in Source B where it uses language such as 'they were shot on the War's Orders', which shows ~~the~~ again that the actions of the soldiers were not up to them, but rather they were just following orders given to them by their superiors. Therefore they both agree ~~on~~ that the soldiers actions of firing on the strikers was due to orders given to them and not their own wishes.

(c) In some ways ~~Extract B~~ ~~Extract~~ Extract C suggests that the Lena Goldfield strike was very poorly managed and ~~this~~ is backed up with evidence from Source B ^{and A} and my own knowledge, with it ~~is~~ causing much violence ~~in~~ ~~in~~ ~~in~~ all around Russia. In other ways the strike seems to have some positives and made some people happy such as business men which is also supported in Source B.

Extract C ~~is~~ suggests that the strike was badly managed by the tsar's government with the use of language such as 'hundreds were killed' showing the messy nature of the actions of the government. This is agreed with in Source B where it says 'hundreds of unarmed soldiers were killed' and 'crowd is so out of control' in Source A, which further add to the idea of ~~the~~ messy actions of the government in ~~killing the~~ firing at the protesters. The protest was due to workers bringing attention to their officers about them being ~~is~~ given rotten horse meat to eat and the poor living conditions they

((c) continued) were in. This ~~started the~~ resulted in workers being fired upon when they still complained about the problem. Additionally, the strike was managed badly by the tsarist government as it created a chain reaction of riots throughout Russia. Source B shows this with 'was sparked unrest all over the country', which is backed up by my knowledge that nearly 2000 strikes took place over Russia as a result of the Lena Goldfield strike. This further shows that the strike was managed badly by the government, as it resulted not only in a messy situation in Siberia where the strike took place, but also caused large problems that they had to face all over Russia with nearly 2000 strikes.

However, in some ways Extract C shows that the Lena Goldfield strike was managed well, as it states 'to protect the interest of businessmen in Russia' and is backed up by Source B where it says 'to please a few millionaire

((c) continued) ~~business~~ businessmen, which both show that there were good outcomes of how they tackled the situation as it resulted in the support of businessmen. Many businessmen were in support of the fascist government as they feared uprisings of peasants and workers and their land and businesses being destroyed by strikes and problems caused by them. So in this way, there is evidence that the strike was handled well by the ^{fascist} government as it was important to keep the support of the businessmen.

In conclusion, overall using Extract C, Sources A and B, and my own knowledge, the Lena Goldfield Strike is seen to have been managed badly by the fascist government as it created unrest not only in Siberia where the strike took place but also all around the country, creating a bigger problem for them. However, there were some indications of the situation being handled well as it kept the interests and support of the businessmen.



This candidate makes a strong judgement based on the evaluation.



In part (a) it is good exam technique to write two clear paragraphs starting with 'one key feature' and 'another key feature.'

Question: A3

Candidates showed good familiarity with the Wall Street Crash in part (a) and most candidates chose this option although many were successful in answering part (a) about the TVA. In a minority of cases, candidates focused too much on broad statements about the Depression rather than the Wall Street Crash itself.

In part (b) candidates showed a good understanding of both the specific differences and similarities between the sources as well as an understanding of the extent of difference based on the views of the authors.

In part (c), contextual knowledge was used effectively and sparingly to support the evaluation. In contrast, a minority of candidates did develop the knowledge aspect of their answers at the expense of evaluating the interpretation.

Part (b) is a very strong explanation on the extent of difference between the sources.

SECTION A: Historical Investigation

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

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

(a) One feature of the TVA was that it helped to reduce unemployment by creating jobs. The TVA created jobs rebuilding the Tennessee valley and building dams, which employed lots of people and therefore reduced unemployment.

Another feature of the TVA was that it helped farmers. The TVA provided flood relief, and the dams built as part of it also reduced the number of floods in the area. This helped farmers because floods made them unable to use their land and killed crops. Also, the TVA ~~also~~ brought Hydroelectric power to the area, providing farmers' cooperatives with loans to finance electrical wires being laid down. This helped bring electricity to rural farmers.

(b) I think Source A ^{doesn't} support the evidence of Source B ^{quite far, actually} ~~because~~ ^{quite far, actually} because while both agree that women are gaining freedom and equality, they have different views on it.

Source A supports the evidence of Source B as ~~both sources~~ both agree that women are gaining equality and freedom in the workforce.

Source A says "Great progress" is being made for women towards "equality" with men, supporting Source B when it says "women" have more rights" like "the vote and better education".

Here both sources agree that American women are earning more rights, which Source B lists.

Also Source A ~~says~~ "talks about women working like the "boss of an important company"

or ~~managing~~ a "woman who manages a large office". This shows how women are more commonly found in the workforce in the 1920s. This

supports Source B, which says "women are being encouraged into professions - they are not suited", which would have been women who worked with important roles in business for example. Source B doesn't specifically state that women are more common in the workforce, but highlights how women are being told to join.

((b) continued) implying more women are joining it.

Source A doesn't support source B due to their opposing views. When Source A refers to gender equality, it calls it "great progress" highlighting a ~~po~~ view that equality is good. However Source B says it is a "bad thing" for women to have more rights, and refers to gender equality as "great nonsense". This shows Source B views women's progress in 1920 badly, implying a more traditional view on what the role of women should be, ~~expresses~~. This is reinforced in Source B when it says "women are at their best in 'female' jobs" showing a negative view towards women in the workforce. Source A contrasts this when it says "it is pleasing" to meet a business woman, showing positive views toward women in the workforce.

Overall, I think Source A supports Source B quite far because while they convey opposing views on the roles and position of women in society, they agree on the fundamentals. These are that women are gaining rights and equality, ~~and~~ in America

((b) continued) which I think outweighs
their disagreements.....

(c) Overall, I disagree with this interpretation because while women were still not equal with men, they had made lots of progress in the 1920s.

I disagree due to women gaining rights, freedom regarding marriage, and more work opportunities. In Source A it says "great progress" regarding gender equality is being made, and Source B agrees saying women gained "the vote and better education". This reflects the 19th amendment which gave women the right to vote in 1920, greatly increasing gender equality and women's rights during the 1920s. ~~Also~~ Also, Source C says "more than 2 million women" worked full time, reflecting how ~~many~~ more women were joining the workforce due to the progress mentioned in Sources A and B.

Source C also mentions how "many women enjoyed greater social freedom". This ~~reflects~~ ~~implies~~ ~~how the traditional view~~ of This ~~reflects~~ reflects how flappers changed the traditional role of women in society. They had more "social freedom" such as driving themselves to dancehalls and bars, ~~then~~

((c) continued) unchaperoned, when women should traditionally have been accompanied by a man.

However, women also made little progress in the workforce and were still viewed traditionally. In Source A it says "none of the largest businesses is run by a woman", while Source C supports this saying "few women progressed into leading roles in professions". This reflects how women were still doing traditionally female jobs like being receptionists or doing "childcare and teaching" like Source B says. Also, women still suffered pay gaps as "their wages were usually lower than those of men" in Source C. In Source C also, it mentions "the demands of looking after a family continued", reflecting how married women were meant to give up work. However, the number of married women working increased from 1.9 million to 3.2 million in the 1920s, showing clear progress in women's freedom. Also, divorce rate rose from 10% to 17% and birth rate fell to 24 births per 1000 people. This shows how women were gaining more freedom in marriage, choosing to postpone work. Also, in the 1920s, there were 145 women in state

((c) continued)

governments thinking women could
take important roles in professions

Overall, while there was still some limits
to the progress of women such as the pay
gap and traditional views towards women,
women made lots of progress gaining them
more freedom and equality. ~~affected~~



This answer makes use of a conclusion to explain the overall extent of difference and similarity.



As well as cross-referencing details in the sources candidates should also try to give an overall judgement based on the views presented in the sources.

Question: A4

Most candidates chose to answer part (a) on Nixon's policy of Vietnamisation. In many cases there was a good general understanding of its purpose but some candidates struggled to develop two distinct features. Candidates writing about the siege of Khe Sanh often showed strong knowledge of a range of features including detailed knowledge of the events and its wider strategic importance.

There were many strong answers to part (b) and subtle differences between the sources were identified as well as more obvious points.

In part (c) the evaluations were often strong although some candidates relied on generalised contextual knowledge about the Vietnam War from later in the period, especially features that happened under President Johnson, to support their analysis.

This candidate gives two key features in part (a).

SECTION A: Historical Investigation

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

Chosen question number:

Question A1 ☒

Question A2 ☒

Question A3 ☒

Question A4 ☒

Question A5 ☒

(a) One feature of Nixon's policy of Vietnamisation was that it included the gradual withdrawal of US troops from Vietnam and place a greater proportion of the war onto the ARVN. The Vietnamisation policy was instated by Nixon due to significant backlash from the American Homefront and the withdrawal of funding from US congress. The Nixon also implemented the gradual withdrawal of troops to make it seem to the world that America had not lost the undeclared war, but were simply placing more emphasis on the South Vietnamese troops.

Another feature was the Nixon Doctrine which proclaimed that the USA would continue supplying the ARVN with weapons and ammunition, but not troops. This was because the USA knew that the ARVN would struggle/fail to defeat the North Vietnamese and Vietcong army, and Nixon still wanted to prevent South Vietnam from becoming communist. *and economic assistance

(b) Source A partially supports source B in this respect, however source A highlights more details of the war and its escalation, whereas source B intends to cover up the extent of conflict.

Source A states that the USA must continue providing 'economic assistance' to South Vietnam which is mirrored in Source B as Kennedy admits to ~~admit~~ assisting South Vietnam economically'. However source A implies ~~that~~ much more that the USA is ~~being~~ responsible for the actions during the war. Source A is adamant that the 'United States must act' and 'we should also prepare to send combat forces' and 'be ready to bomb... North Vietnam', whereas source B uses words such as 'assisting' and 'help' that the USA is giving, and creates the impression that the war in the early 1960s was largely based around 'our support for South Vietnam' rather than direct American involvement such as the deployment of 800 green berets to construct Strategic Hamlets in 1962. Both also agree that tension is building as source B states that 'attacks on South Vietnam have increased' and 'war... is escalating', and source A states that if they don't send more help, 'the remainder of Southeast Asia would become communist', highlighting US policy of containment which Kennedy followed.

(c) I partially agree with this interpretation however I believe that US influence in these years had a much greater effect than physical involvement.

Source B primarily supports this interpretation as Kennedy himself admits that the USA 'help has been expanded recently' because 'the guerrilla war is escalating' and there were over '500 people killed' in the last week, suggesting that Kennedy ^{was} willing to comply with the containment policy and ~~to~~ increase US involvement. Source A supports this, as it insists that 'the US must act to prevent the fall of South Vietnam' otherwise the 'Southeast Asia would become communist.' However, the extent of this involvement differs between sources and source A ~~argues~~ demands that the USA 'should prepare to send combat forces' whereas extract C, ~~it~~ proclaims that 'there were no US combat soldiers in Vietnam at the point of Kennedy's assassination, suggesting that US involvement ~~was~~ didn't increase that much between 1961-63. The fact that source A repeats 'we should...' also suggests that while many believed US involvement should've increased under Kennedy, ^{only} limited action was really taken. ^{despite 'US involvement which... increased massively in the early 1960s'.}

While extract C focuses on the physical involvement the US provided, such as 'jet fighters, helicopters and chemical weapons' (including napalm and Agent Orange), source B contrasts this and argues that the USA is only 'helping to train' and 'assisting' South Vietnam.

((c) continued) economically'. However, the fact that Kennedy says 'I don't want to give any further details' suggests he is withholding information about more military involvement, such as the ~~the~~ 'number of US military advisors in Vietnam' which 'rose significantly' in extract C and the first deployment of US troops in Vietnam in ~~the~~ the form of 800 US green berets to help construct Strategic hamlets as part of the Hearts and Minds programme during the time. This provides further evidence that US involvement in Vietnam did increase significantly in these years.

The USA also played a significant role in ~~the~~ Diem's ~~and~~ corrupt government during these years under President Kennedy. This includes Kennedy's ~~change of tactics~~ support of Diem's corrupt government, which rigged elections and often discriminated against Buddhists who were the majority of the population. As well as this, extract C mentions the 'number of US military advisors' which 'rose significantly' in Vietnam to further control Diem and make him seem like a puppet for the US government. The fact that the USA government was aware that there was a plot to kill Diem after he ~~had~~ became exceedingly unpopular, and the US did nothing to stop the military coup despite being aware of it also suggests that Kennedy wanted to try and get ~~an~~

((c) continued) more popularity with the Southern Vietnamese people so that he could further increase US involvement in the war and begin sending combat soldiers and bomber aircraft to fight against the Vietcong (NLF) and the North Vietnamese Army.

Ultimately, I partially agree with this interpretation as the escalation of arms and economic support ^{significantly} ~~massively~~ increased the US involvement, however this involvement was often passive and there were very few actual deployments of US troops under Kennedy (apart from 800 green berets) and the extent of involvement in these years was nothing compared to the years such as influencing and supporting Diem's government that followed.



The candidate uses their knowledge of Vietnamisation effectively in this answer by dividing it into two clear features and shows good knowledge of the period. This answer gains full marks.

This answer contains a Level 2 response to part (b).

SECTION A: Historical Investigation

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

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

Chosen question number: Question A1 ☐ Question A2 ☐ Question A3 ☐
 Question A4 ☒ Question A5 ☐

(a) The first feature of Nixon's policy of Vietnam was to allow US soldiers to go to local Vietnam towns and villages and find potential threats and have them put in isolation or killed. Another policy was to use military bombardment to destroy ~~air~~ air bases, village threats and areas of forestry ~~not~~ with high Viet cong populated areas, places where guerilla warfare had been used. This military acceptance would also allow the use of Napalm and Agent orange to be used to defeat the Viet cong.

(b) Source A supports source B to a certain extent about Vietnam in the early 60's when expressing that the situation in South Vietnam is worsening which has a similar case in source B when Kennedy expresses he doesn't want to give out any further details that could help the enemy. As well it also supports source A's idea when saying the guerilla war in South Vietnam is ~~also~~ escalating. Source A also supports source B in a similarity that America's aim is to prepare and economically assist the Vietnamese government. However, where source A and source B do not support each other is how source A explains how they are willing to send their own forces and bomb targets ~~or~~ inside North Vietnam to aid the South Vietnamese. There is no mention of this in source B and clearly states how the US would only be assisting South Vietnam economically and helping to train their army. However, President Kennedy states that there are further details about support to South Vietnam.

(c) I agree with this interpretation to a certain extent. Reasons for me agreeing are that in all three extracts a mention of some sort of aid, whether it be economical, preparing to send combat forces, preparing to bomb targets inside North Vietnam, training the South Vietnamese army, providing South Vietnam with jet fighters, helicopters, chemical weapons and even Napalm.

I also agree with this interpretation as Kennedy does not want to give out any further details about support to South Vietnam as it may aid the enemy. This support to South Vietnam may be the details of what is published in 2019, if so the case I disagree slightly more. For reasons I disagree with this interpretation include how military force by the Americans was used in 1958 in the battle of the Bay of Pigs during Kennedy's Cuban Missile Crisis. Why the US would use military forces to aid their capitalist views on Cuba and South Vietnam under similar conditions and consequences is strange. This could be one of many reasons, including the USSR having a military base (atomic bomb) in Cuba so close to the US, and how less the US worry as Vietnam is no atomic bomb threat to the US. So this is why I do not agree with this interpretation to the fullest.

((c) continued) as it shows the US will only use force when it is necessary and truly a threat to themselves.



In part (b) the candidate does show some understanding of specific differences and similarities but doesn't make a clear overall judgement.



Try to include an explanation of the extent of agreement between the sources in part (b).

Question: A5

There were only a limited number of entries for this question. In answering part (a) candidates generally chose to describe two features of the building of the Berlin Wall. In many cases they resorted to general knowledge about the division of Berlin and differences in lifestyle in a divided Germany instead of the focus of the question. Those candidates responding to the part (a) question about protest movements in the years 1987-1990 also relied on generalised descriptions of protest movements without showing good knowledge of the period.

The differences between the sources were cross-referenced and understood well in part (b) although more candidates could look to show an overall understanding of the extent of differences between them. In part (c) there were some nuanced answers which effectively explored the different interpretations of life in the GDR during the period.

Question: B1

This question did not attract a large number of candidates. However, candidates showed a very detailed understanding of the changes to the position of Native Americans before and after the Indian Removal Act (1830). In contrast, a small number of candidates left this question blank.

In part (b) there was a good focus on the different nations and how they opposed the westward expansion of the US perhaps without sufficient focus on the causes of the opposition. In some cases, candidates simply described the nature of manifest destiny without focusing on the causes of opposition.

Candidates divided evenly between the two options on part (c) with some especially strong answers to (c)(ii) using a range of sophisticated criteria to justify their judgements on the key turning points for relationships between the Northern and Southern States.

Question: B2

This was the most popular question on the whole paper and many candidates have significant knowledge of the topic.

For part (a) most candidates knew at least two ways in which the provision for public health was different before and after 1948. However, a number of candidates were unable to access the higher level of the mark scheme because they tried to repeat the same point, essentially that healthcare was provided free of charge, rather than identifying two clearly different changes.

Part (b) was answered well with a range of responses explaining the causes of lower death rate from surgery in the years 1848-1905 although in some cases candidates described changes rather than focusing on the causes of change.

For part (c) both options were well answered by many candidates. In the majority of cases candidates offered a third aspect and avoided caps in the mark scheme. Candidates also need to remember to focus on the years given in the question as some wrote large amounts of material that could not gain credit because it did not focus on the years given in the question. It is also important that candidates learn to differentiate between individual scientific advances and changes to public health although these are often linked.

Part (a) for this answer gains full marks and explains two distinct differences.

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☒

(a) One way in which the provision for public health in 1948 ~~was~~ before the introduction of the NHS was different was that many people still could not afford public health services. This would have resulted in those who needed medical treatment whether it was for a disease or a broken bone could not receive it. This meant that their condition would grow worse and this was especially bad for those sustaining injuries. However, after the NHS was introduced public health care was now made free to all. This would have significantly improved public health in the long-term as people would not be dying from illnesses that could easily be treated.

Another way in which it was different was that ^{there was a} better understanding of public health as more people became trained doctors. This

(a) continued) meant that the public health would improve as more people became aware of ~~the~~ that different treatments needed, so more services could be available. The increase in different types of services after the introduction of the NHS would mean that people would the mortality rate would decrease as different illnesses would get their suitable ~~treatment~~ treatments.

(b) One cause of lower death rate from surgery between 1848-1905 was Pasteur's germ theory in 1861. Pasteur's work paved the way for Lister's antiseptic technique used in surgery. Pasteur came to the conclusion that microorganisms are spread through air but not evenly distributed, they can cause decay and they can be killed by heating. This discovery opposed spontaneous generation and meant that there could be better understanding of the link between hygiene and health. Lister then read Pasteur's Germ Theory and realised that if carbolic acid ~~that~~ killed decay caused by microorganisms in the sewage it could help in surgery too. Therefore, Lister cleaned his equipment with carbolic acid and soaked his bandages in it. ~~This would be then went on~~ to develop carbolic spray during surgery to prevent microorganisms causing decay at all times which lowered the death rate.

Another cause of lower death rate from surgery was aseptic technique. The aseptic technique encouraged surgeons to focus more on hygiene when performing surgery. The technique followed the principles of nearly clean clothes for new surgeries, a mask and

((b) continued) rubber gloves. It also meant that surgery
surgeries would be held in clean operating theatres
and with no crowd to increase the hygiene
but also not distract the doctor. This was a
large breakthrough in surgery as the sudden
changes to be more hygienic showed that
the death rate decreased which would have
created a better understanding among doctors
of what to do to prevent death from
surgery. Doctors even began to wash their
hands with soap and water more regularly,
effectively killing unwanted bacteria before
operating a surgery which also decreased the
death rate.

(c)(i) OR (c)(ii) Public health provision improved significantly between 1848-1911 due to better understanding of disease and hygiene which became incorporated in the public health acts. This also meant that public health was ~~seen~~ now seen as more serious so it was acted on.

Firstly, the ~~first~~ public health act of 1848 was not extremely significant as Chadwick's ideas were not compulsory, meaning hardly anyone followed them. Chadwick suggested a General Board of Health to be set up and advised towns to employ medical officers and build a ~~sewer~~ ^{sewer} system. However, because these were not mandatory most towns ignored this and the General Board of Health was shut after 5 years. Additionally, Chadwick was hard to work with as he was aggressive ~~or~~ and arrogant, so many did not accept his ideas. Therefore, public health did not face any major improvements ~~and~~ ^{as} the public health act had a very short-term impact of trying to bring public health to light.

Secondly, the next public health act of 1875 had a much larger impact. This

((c)(i) OR (c)(ii) continued) set included the government much more and more people changed their view on whether or not the government should be included in public health. This Act meant that the government had to provide fresh and clean water, install street lights, and ~~build better housing~~ ^{deprived slums} and much more.

Because of this in Manchester there were regulations for room and window houses sizes in new houses being built and they had to stop overcrowding. This would have resulted in the public health improving as more was being done to prevent disease and more provisions were given out as they were mandatory. This meant that it had a more significant, long-term impact as this helped many.

Finally, the school medical service of 1907 meant that schools had to employ a medical officer to check on children to ensure they are not carrying diseases between their homes and school. This aimed to ensure that less got sick, however if a child was sick not much was done to help as the family often could not afford

((c)(i) OR (c)(ii) continued) medical care. Also in 1907
had the Free School Meals act. This ensured
that children would not be severely malno-
nished any more as they would have at
least one adequate meal a day. This
had a significant increase in the number
of school meals given out as it went
from 3 million to 4 million by 1914. If children
were less malnourished that measure system
would be longer, meaning they would not
catch a disease as easily.

On balance, the public health provision
improved massively between 1848-1905/11
as people got a better understanding of
how to improve public health as they
learned what caused bad public health.
^{Also} the government's involvement made
more mandatory to help public health
which would have improved it for many
in the long term.



In Part (c) the candidate directs the answer at the analytical focus of the question as well as supporting their response with accurate and relevant information.



Focus on the precise words of the question throughout the answer.

Question: B3

Too few candidates answered this question to make comments on performance.

Question: B4

This was a popular option and candidates were generally well-prepared for all the questions. In part (a) candidates were able to show clear differences between the Cultural Revolution and 1989.

Candidates were sometimes slightly less confident in identifying the causes of the Thought Reform Campaign and there were a few very weak responses to this question. In some of these cases, candidates could describe the campaign itself but not its causes. In others, they confused causes of Thought Reform with the events of the Hundred Flowers campaign.

This is a strong response across all questions.

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

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

(a) One way that education was different during the Cultural Revolution is that traditional education was ignored, as Mao thought revisionist beliefs could be found in education, so it had to be removed and reformed. This meant schools closed for 2 years, and teachers were often beaten by Red Guards, who were young people that followed Mao. In 1989, education was encouraged, and university entrance exams were reintroduced after the Cultural Revolution, meaning education to a degree level became more important, as China needed people to become experts during Deng's economic reforms, to help move China forward as an economical and industrial power.

During the Cultural Revolution, young people were sent to learn about struggling and permanent revolution to keep behaviours the same, leading to the 'Up to the mountains, down to the villages' campaign, where young people were meant to learn how to truly identify with the revolution. In 1989, people were encouraged to go overseas for their education, leading to western ideas being brought back, moving away from the fundamental

((a) continued) Ideas of communism. Deng wanted people to learn about Western technologies and use them to improve China's growth.

(b) One cause of the Thought Reform campaign was Mao's desperation to hold onto power. Mao could do this by influencing both young and old people through studying his writings in the Little Red Book, which created his own cult of personality, meaning that no-one would oppose him when he was at an almost God-like status. This meant that people were completely devoted to following Mao, consolidating his grip on power, as he controlled common belief.

Another cause was that Mao wanted to remove his opposition, and those who had become too used to power in the CCP. Through Thought Reform, people were required to attend struggle sessions, and admit beliefs that went against the Party's aim. This meant that Mao could punish opponents, declaring them as Rightists, and subjecting them to persecution. This meant that behaviours would not change, and people were too afraid of Mao to oppose him.

(c)(i) OR (c)(ii) The attack on landlords, Deng's reforms, and Mao's reforms for agriculture during the ^{first} 5 Year Plan and Great Leap Forward are all significant changes in agriculture. While Deng's reforms are extremely significant as they massively changed the Chinese economy, the Great Leap Forward was the most important feature due to the scale of its failings. The attack on landlords, despite changing the way Chinese agriculture was run, is not the most significant ~~the attack on landlords~~ as it was not on such a great scale.

The attack on landlords was introduced when the CCP took control after the civil war. During it, they continued their policy of supporting peasants, taking land away from landlords and giving it to those who farmed it, which was significant as many peasants had not owned land before. It showed a move away from the system that favoured ~~the~~ elites under Chiang, but although this is important, it is not the most significant as changes made during the Great Leap Forward were much larger, and redistribution of land can be seen as more of a first step towards Mao's idea of a socialist economy.

Deng's reforms were also extremely significant, due to the fact that they caused rapid growth in China's economy, which grew by 500% after his reforms were introduced. Deng introduced the household responsibility system, where peasants could sell extra grain for a profit. This additional incentive meant that peasants increased output, ~~so~~ and so did food production. Additionally,

((c)(i) OR (c)(ii) continued) Deng reduced the size of the xi angs from 5000 households to 30, meaning that the failures of forced collectivisation could be reversed, increasing china's food supply. This is significant as Deng's reforms allowed for the growth of China that had never been seen before, despite it being a step away from the ideas of communism. It is not the most important factor as it did not have the same massive human effect of the Great Leap Forward, which is unignorable.

The Great Leap Forward followed the 1st 5 Year Plan, which had seen many successes, such as the multiplying of coal, electricity and steel output. During the Great Leap Forward, Mao followed a policy of self-reliance, meaning that, by 1960, all Soviet experts had left China, although China was unprepared to manage on its own. Forced collectivisation was on such a scale that around 700 million people were working on collective farms, ~~the~~ which was the vast majority of China's population. Mao's following of pseudoscience, and poor central planning such as crops grown in insufficient areas ~~lead~~ led to many failures and not enough food was produced for China's population. This led to 50 million deaths during the Great Famine, an unignorable number that makes the Great Leap Forward so significant. The failures of the Great Leap Forward, and the scale of the project highlights how it was the most important feature in changes of Chinese agriculture, despite the success of Deng's reforms.

Please turn
over
conclusion next page

((c)(i) OR (c)(ii) continued) In conclusion, the Great Leap Forward was the most important feature due to its massive failing, making it a key tragedy in China's history. It led to Mao's movement away from politics and the public eye, which is significant as it ~~retarded~~ ~~he~~ ruined, although temporarily, the most powerful man in China at the time. While the attack on landlords was the first important change to Mao's communist China, and Deng's economic success during his own reform, the Great Leap Forward is a key feature in changes in Chinese agriculture from 1949 to 1989.



This candidate uses criteria very effectively in order to make a judgement in part (c).

Question: B5

This is an increasingly popular option on this paper and candidates were well prepared.

For part (a) there were very few candidates that could not explain two clear similarities between the League's reactions to the invasions of Manchuria and Abyssinia. There was a similar level of detailed knowledge used to support responses to part (b) with candidates clearly able to develop two causes of success in Mozambique with good supporting knowledge.

Candidates showed a strong preference for (c)(ii) when choosing their part (c) question and detailed knowledge of the changing ability of the UN to maintain peace in the period 1945-1989 was on display. Most candidates were also able to offer a third aspect such as the intervention in the Congo.

This is a high-level response to part (c).

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

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

- (a) The League's reaction in Manchuria and Abyssinia was similar as they were unwilling to upset a major power like Japan or Italy. In 1931 Japan ~~to~~ invaded and took hold of the Chinese region of Manchuria renaming it Manchukuo. As a result the League, approached by China, launched the Lytton Commission which stated Manchuria belonged to China which was backed up by an Assembly resolution. However the League did not use military measures nor ~~permanently~~ forced Japan to leave the region as it was a permanent member of the ~~council~~ council and they did not want to risk its alienation. Similarly when Italy invaded Abyssinia to expand its colonies the League failed to take decisive action to remove Italy from the region despite Abyssinian Emperor Selassie seeking their aid. ~~They~~ By 1936 they abandoned the economic sanctions and thus

((a) continued) conveyed weakness, allowing Italy to occupy Abyssinia. As a result in both cases the League failed to take decisive action against the aggressors as they were major powers.

Additionally the League was limited by the fact that the interests of Britain and France were prioritized in both cases. In the Manchurian crisis the UK was reluctant to impose harsh sanctions on Japan as it was a valuable trade ally. Also as it came during the Great Depression the UK chose to adopt more isolationist policies and not send military force to ensure collective security, instead pursuing its own interests and allowing Japan to invade China in 1937. Similarly when Italy invaded Abyssinia weak sanctions on oil were imposed that could be easily bypassed by non-members like the USA as the UK and France did not want to disrupt balance of power. Additionally they created the Hoare-Laval Pact without the League in secret which broke its covenant which promised to give Italy a part of Abyssinia which was much like Manchuria against the principle of collective security.

(b) One cause for the League's success in Mozambique was that all parties were prepared to work for peace. A civil war in Mozambique between Mozambicans seeking independence and the South African apartheid regime had been ongoing. However due to changes in South African regime with it being more moderate and a drought causing both sides to become exhausted, they decided to end the war. As a result they signed the General Peace Agreement and both sides called upon the UN to help deal with the aftermath. ~~Therefore~~ Therefore the UN was successful as it could deploy its troops without them being threatened or attacked which was what happened in Somalia and could thus work alongside both governments for long term peacebuilding.

Another cause for the League's success in Mozambique was that the mission was given wide ranging powers to achieve long term stability. The UN was able to send the UNHCR to resettle refugees whilst a mission to demilitarize the region was also sent so that thousands of soldiers were demobilised ~~and~~ and thousands of weapons were taken

((b) continued) from both sides to ensure an end to the conflict and the removal of militias. The UNHCR also provided humanitarian aid for those who suffered especially during the drought whilst the UN also called upon the UNDPOL to organize and monitor democratic elections that ensured Mozambique would have political stability. As a result by having a multilayered peacebuilding mission which was involved in demilitarization, humanitarian aid and political structuring the UN ensured that Mozambique became safe and averted future conflicts.

(c)(i) OR (c)(ii) The Korean War was a key turning point for the UN's ability to maintain peace as it ~~is~~ conveyed the importance of military use which made it significant. The UN's ability to maintain peace after the Korean war can be seen by its success in Congo and its future in Namibia.

The Korean War was the first time the UN actively deployed troops for military purposes. When Korea was plunged into war against communist North Korea, the UN - with the request of the USA took swift action by sending 600,000 troops to Korea from 16 different members. The army consisted of 90% US troops conveying the significance of a major power. The troops were successful in retelling the border at the 38th Parallel and this was made possible by the fact that the USSR at the time was boycotting the UN for not recognizing Mao's government and in turn could not veto resolution 377(V) to send troops to Korea. This ~~was~~ was significant in that the UN was successful by using armed force to attack another country which was risking international security. At the same time it showed that

((c)(i) OR (c)(ii) continued) maintaining peace was heavily dependant on major powers like USA and USSR and the Cold war atmosphere.

In 1960 the UN also intervened in the affairs of the Congo. The Congo became independent from Belgium in just 6 weeks notice and as a result Lumumba's new government was unstable leading to many mutinies and unrest. This led to the UN to send a peacekeeping mission, ONUC, to restore order which succeeded. However the region of Katanga led by Tshombe was not reunited with the Congo and this combined with military leader Mobutu launching an army coup led to the Congo being divided in 3: Tshombe, Mobutu and Lumumba who had USSR support. As a result ~~and~~ ONUC was authorised to use force against Katanga region to remove all white mercenaries which was helped as the USSR supported Lumumba which shows continuity after the Korean War regarding the major powers' role in conflicts. ONUC then launched operation Rempush using 20,000 men which was successful as by 1963 Katanga reunited with the Congo and Tshombe's influence

((c)(i) OR (c)(ii) continued) subside. This shows that after the Korean War the UN became willing to use armed forces proactively and launch an offensive against the aggressors to ensure collective security. This supports that there was thus continuity in the UN's ability to maintain peace.

Finally the UN was unsuccessful in its involvement in Namibia. Namibia was under the rule of the SADF for a long period and wanted to be liberated thus setting up SWAPO. SWAPO called upon the UN to remove the South African apartheid regime however the UN failed to take action as ~~the USA~~ South Africa was a USA ally who hence vetoed all sanctions. Furthermore the Cold War obstructed the UN's role as the USA and USSR were also involved in a proxy war in Angola with one side supporting UNITA and the other MPLA.

As a result the Cold War dynamics were significant in hampering the UN's ability to react. Much like in Korea and Congo the major powers who hold the veto played a significant role in the UN's ability to enforce peace but

((c)(i) OR (c)(ii) continued) Unlike the Korean War with both the USSR and USA able to use their veto it made the UN ineffective rather than effective. As a result SWAPO turned to guerilla warfare and peace was only achieved when cold war tensions died down and South Africa was no longer economically able to sustain fighting. As a result ~~this~~ this was a factor for change in the UN's ability to maintain peace as it was unable to use armed forces to stop the conflict but instead introduced a peacekeeping mission after ~~the~~ the 2 sides had agreed peace without the UN.

As a result the UN's involvement in Korea was a key turning point in regards to using military forces to maintain peace. However ~~there~~ after the Korean War as shown by events in Namibia the UN was unable to use military forces or restore peace due to conflicting interests by major powers. Overall however the Korean War was key in displaying Cold War dynamics were to continue to be important in peacekeeping abilities.



The candidate shows an impressive grasp of both AO1 (knowledge and understanding) and AO2 (the second-order historical concept being targeted).



Always remember to use a third aspect that is not mentioned in the two bullet points to support answers to part (c).

Question: B6

This question was answered by quite a small number of candidates but most were well-prepared for the questions.

In part (a) most candidates focused on changes to the influence of terrorism on international conflict as required by the question. In some cases, candidates focused on changes to daily life rather than international conflict.

In answering part (b) there were some responses which focused on detailed descriptions of drone technology rather than the causes of their use.

On part (c) candidates answered (c)(i) in greater numbers than (c)(ii) and they were often able to use extremely detailed knowledge of a range of different technologies and tactics to measure the extent of change.

This is a high-level response to all the parts of the question.

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

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Indicate which question you are answering by marking a cross in the box ☐. 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 ☐

(a) Firstly, the influence of terrorism on international conflict before 9/11 was of much less importance between the leading superpowers of the world such as the USA than its influence after 9/11. This is because 9/11 was one of the first major terrorist attacks on the USA, and it was done to such a huge extent, with ~~over 200~~ thousands dying. The sheer extent of the damage of the attacks led by ~~the~~ Al Qaeda on the USA in 2001 was massive. The two planes that crashed into the twin towers and one to the pentagon, whilst another crashed in pennsylvania was seen to be an attack against the USA as a whole. It forced the USA to step up onto the world stage in the combat against the 'axis of evil.' The

(a) continued) huge damage to civilian life, emergency services and the USA's reputation was ~~different~~ crucial in changing the way that terrorism influenced international conflict after its event, whilst before hand it was not viewed to be one of the leading problems within international affairs until the power and devastation it had caused showed ~~the~~ that it was now a major problem.

A second way in which the influence of terrorism was different before and after 9/11 was the way in which the combat and desire to make changes to mitigate the potential devastation that terrorism held increased substantially. After 9/11 The USA claimed to begin their war on terror, actively trying to ~~be~~ pre-empt potential terrorists. ~~and~~ This is shown through the second gulf war, as the USA attempt, ~~also~~ along with a huge coalition force to remove dictator Saddam Hussein. This proves that after 9/11, combating terrorism became a huge priority and the forward, confrontational way in which this was done was another huge difference.

(b) One cause in the use of drones in warfare ~~was~~ before 2001 was the increase in the need to combat terrorism that sparked from the USA's war on terrorism ~~and~~ and ~~the~~ promise to preemptively remove threats. However many of these terrorist groups such as ISIS and al Qaeda were widespread and cleverly hidden. ISIS ~~had~~ had strong relationships with the Taliban, and so merged to hide in well hidden, practically inaccessible tribal areas of the jungle. This called for much more sophisticated warfare in order to manage to successfully track and attack these terrorists and so drones became more and more used. It was also very important that only the terrorists were killed and so just dropping bombs was not practical. This ~~was~~ would

((b) continued) have resulted in too many civilian casualties and so the more accurate drones become popular.

Another case of the use of drones in war, ~~before~~ ~~that~~ before 2011 was that with the advancements of technology. Unmanned devices such as the Wheelbarrow bomb disposal and the Reaper ~~can~~ could be used in areas ~~that~~ that it would not be possible or practical to send troops. With this new technology came endless possibilities for the leaders of the countries that could affect them.

They were a very much more desirable (though controversial) way of doing warfare as they did not require human presence and so ~~any~~ ~~any~~ ~~any~~ could be killed without

((b) continued) risking the lives of soldiers. Places like the USA saw this as a huge advantage, and due to decreased military spending of nuclear weapons and the SALT and START talks it means that these superpowers began to instead spend on drones due to their sophistication and means to collect opposition without risking the lives of your soldiers. These drones were used substantially before 2011.

In many ways ~~the~~ warfare underwent huge change in the years 1919 to 1945. Firstly there ~~was~~ were significant advances in technology. This ~~was~~ ~~the~~ time frame sees when nuclear weapons first began to develop up ~~to~~ until their first use in 1945 during the dropping of the ~~1st~~ bombs on Hiroshima (the little boy) and then ~~two~~ 3 days later Nagasaki (the fat man). This marked a substantial change ~~in~~ in warfare. It sparked the nuclear arms race, a type of warfare that relied on terror rather than the previous face to face fighting. Furthermore, ~~the~~ warfare underwent changes in many ~~of~~ other ways between 1919 and 1945. Warfare became much more psychological, for instance the bombings in the Spanish Civil War of 1935. As well as

((c)(i) OR (c)(ii) continued) the horrors of dropping ~~of~~ gas from planes, used by ~~dictator~~ Mussolini in the Italian invasion of Abyssinia. This was a huge development in warfare that pushed the boundaries of mankind and was very different from the previous fighting such as in the World War I. The technology and power of almost all aspects of conventional warfare from tanks to planes underwent significant development. Wooden planes become aluminium with longer ranges. Tanks got rotating turrets, for instance the German Panzer. Finally. Sea warfare underwent serious changes, with air craft carriers developing and resulting in battles like Coral Sea ~~and~~ where neither ship saw or fired on the other side. All of these advancements made warfare

((c)(i) OR (c)(ii) continued) much more technologically advanced and dangerous and clearly showed huge advancements and changes in warfare.

on the contrary, in many ways warfare did not change through the years 1919-45. The use of explosives was still prominent in warfare just as it had been during the wars. Even before 1919 the methods of combatting U-boat warfare were ~~being~~ developing with depth charges and convoy systems not being a change and no suggestion of air defence occurring. Whilst the style, accuracy and power of tanks and planes improved, their overall use did not change. The purpose of dropping bombs from ~~the~~ planes stayed constant through these years as well as using tanks to

((c)(i) OR (c)(ii) continued) navigate difficult terrain. Furthermore, even whilst more sophisticated types of war such as nuclear war were developing, conventional warfare was still used a lot. Guerrilla warfare in Spain by the Maquis ~~led~~ led to the recapturing of 1st towns and in this time the arms race was still not in full swing. Additionally, through the years 1919 to 1945, one of the main tactics used to high success was still the German Blitzkrieg or lightning warfare developed by German General Heinz Guderian prior to 1918 but used to great success in taking France, Poland and many other countries. This shows that some of the developments were already far underway before 1919 and so in many ways warfare

((c)(i) OR (c)(ii) continued) remained constant
in this timeframe.

To conclude, warfare did change to a large extent in the years 1919 to 1945. With the development of strategy and technology ~~there~~ evolved new, psychological warfare, such as nuclear warfare and the much more successful use of gas with phosgene replacing chlorine. Whilst all aspects of warfare did undergo huge development, there is still, however, many examples of how warfare did not change, such as the fundamental uses and methods surrounding submarines, tanks, ~~and~~ aircraft and artillery, although overall I would argue that warfare changed to a large extent between 1919 and 1945.



In part (a) the candidate goes into significant detail to explain the changes but also focuses on the conceptual focus of the question. In part (c) the candidate uses wide-ranging knowledge to support the answer.



In part (a) make sure that the focus of the question is clearly addressed in the answer.

Question: B7

On part (a) candidates showed a good general understanding of the changing relations between Israelis and Palestinians before and after the Second Intifada and used good examples to illustrate their points such as the election of Hamas and political changes in Israel.

There were some very detailed responses to part (b) and where these focused on the causes of Israeli victory in the First Arab Israeli War (1948-1949) rather than simply describing its events they were able to gain very high marks.

Part (c)(i) and part (c)(ii) were equally popular options. The changing nature of British policy in (c)(i) and the importance of the Camp David Agreements in (c)(ii) were analysed well in their historical context.

This candidate gives a very clear response to part (a) for full marks.

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☐

(a) One way that relationships were different between Israel and the Palestinians before and after the Second Intifada was that relations severely deteriorated after. After the Second Intifada, the Palestinians voted Hamas to lead them. Hamas were viewed as extremist and terrorist by most of the world and they sought the total destruction of Israel. This meant that the efforts before the Second Intifada, as well as during it, were wiped out and both sides didn't trust the other. Relations had been improving before with both sides looking for peace through the Oslo Accords as well as the 2003 Roadmap for Peace. But after the Second Intifada, there seemed little chance.

Another difference before and after the Second Intifada and the relations in Palestine was the leaders at the time. Before the Second Intifada, Yasser Arafat was seen as one of the most significant leaders of the Arab World, having led the PLO for decades. He was looking at a chance of peace between the two countries and even attended the Oslo Accords to try to look for peace, however, Arafat died in 2004, some suspect he was poisoned but this was never investigated. Arafat's death did allow for the Roadmap for Peace to appear more successfully but it inevitably failed when Hamas got into power. The change in leadership meant Palestine would no longer look for a peaceful outcome to the conflict.

(b) One cause of Israeli victory during the First Arab-Israeli War was the role of the UN. The UN played a crucial role in Israel's survival by helping implement a temporary ceasefire in the Middle East. Originally, Israel looked certain to lose due to rapid attacks from many countries, including Syria, Transjordan and Egypt. But the ceasefire enabled Israel to not only survive but also rebuild its army ready to fight the Arab armies. The 'War for Independence', as it's known in Israel, was won after Israel broke the ceasefire early to catch the Arab armies unprepared and quickly attack them. If the UN never intervened, then Israel would have likely fallen in just days or weeks, but the ceasefire allowed Israel to rebuild and then breaking it early allowed them to fight back.

Another cause of Israeli victory in the First Arab-Israeli War was the difference between the Israeli army and the Arab armies. The Israeli fighters were far more motivated and willing to fight for their independence and they were better trained too. However the Arab armies were less trained and unorganised. Each Arab country seemed to have a different objective and it led to little communication between the unorganised armies. The Arabs didn't even send their entire armies as they assumed victory would be easy, so Israel actually had a larger army. The larger, organised and motivated army meant that Israel was far more prepared and effective in dealing with the Arabs, significantly contributing towards victory.

(c)(i) OR (c)(ii) Britain's policies in the Middle East rapidly changed between 1917-47 as problems only got worse for them in keeping control. In 1922, Britain was handed the Mandate for Palestine by the League of Nations, meaning it would control the territory. Things were difficult for Britain from the start due to three contradicting agreements made to the Arabs, ~~Israelis~~, and Jews, and French. The Arabs wanted independence after suffering under the Ottoman Empire so helped Britain in WWI defeat them in exchange for independence. Britain also made a deal with the French agreeing to split the territory that was the Ottoman Empire between them. But they also made a third agreement, the Balfour Declaration, where the British looked favourably at Zionism and a home for the Jews in the Middle East. When Britain was given the Mandate, it seemed impossible to fulfill all three of these agreements, so both Jews and Arabs were angry, with many riots taking place. One terrorist group was the Irgun. ~~Who may have been behind the bombings~~ took place on British headquarters, killing Brits, Jews and Arabs, and Britain didn't seem to have an immediate solution.

To make matters worse, the Arabs were getting increasingly furious at the increase in Jewish immigration into Palestine. Throughout the 1930s, thousands of Jews were coming to Palestine to try to escape the Nazis in Europe, who were very anti-semitic. This led to a huge increase in the Jewish population which meant that soon, over a quarter of Palestine's population was Jewish. The British allowed this immigration but ~~forwards~~ stopped the SS Exodus from smuggling more Jews into Palestine. This was because they needed to control immigration into Palestine to avoid upsetting the ~~some~~ Arabs, however the Arabs believed there should be no immigration and that Palestine was not for the Jews. After WW2, Jewish immigration increased further as people looked to move there after WW2 to seek a permanent home as discussions were taking place about the creation of an Israeli state.

(c)(i) OR (c)(ii) continued) In 1947, the situation had gotten so bad for the British that after immense pressure, they turned to the UN for a resolution to the situation. The British wanted to give up their mandate and hand over control to the newly established United Nations. The UN proposed a partition of Palestine, which became known as the UN Partition Plan. This would see Palestine split into an Arab territory and an Israeli territory, with an international zone around Jerusalem due to its religious importance in Islam, Judaism and Christianity. It was very similar to the Peel Commission a decade earlier which also suggested that the British should split Palestine. The UN partition plan did pass through the UN successfully, but was strongly condemned by the Arabs who believe Jews shouldn't be in Palestine. The Jews didn't like it either, as they wanted Jerusalem, but David Ben Gurion accepted since it was 'better than nothing' and in 1947, the British gave up control over Palestine.

The policies of the British did change a lot, as the situation became increasingly difficult. From originally making agreements with both sides, towards shifting towards letting the Jews immigrate, the situation became impossible for Britain as the Arabs and Jews hated each other so the British gave up control in 1947, ending their struggle to control the Middle East.



The candidate clearly identifies two changes and supports the points made with good knowledge and understanding of the period.



In part (a) state the two changes clearly then support with detailed examples.

Question: B8

This is still a small option on this paper but candidates produced some strong answers.

On part (a) candidates understood the importance of Section 28 in the treatment of sexual minorities but sometimes struggled to show good knowledge of the exact changes it brought about such as what could be taught in schools.

Many candidates were able to explain at least one cause of changing attitudes to disabled people after the First World War. Most candidates correctly identified the importance of disabled soldiers with some able to demonstrate precise impacts such as the increased visibility of amputees and, in fewer cases, the work of government organisations.

In part (c) the two options were equally popular. Candidates used good criteria to support their judgements in (c)(i) using measures such as pay and political rights to measure the extent of improving rights of women 1918-1970. In (c)(ii) candidates made contrasts between legislative change and other events to explain how far governments were responsible for changes in attitudes to people of colour.

This candidate produces a very strong answer to part (c).

SECTION B: Breadth Studies in Change

You must answer ONE question from this section.

You should spend about 45 minutes on this question.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☒

(a) One way in which treatment of ~~an~~ sexual minorities before and after Section 28 was different was government rhetoric. For example, Thatcher at the Tory Party Conference before the introduction of Section 28 spoke out against the fact that, in her view, children were taught they 'had a right to be gay', however after Section 28 was introduced the Thatcher government eased somewhat on anti-LGBT rhetoric ~~introducing~~ during the height of the AIDS epidemic.

Another way in which treatment of sexual minorities before and after Section 28 was public treatment. While the early 80s saw sexuality become less of a taboo topic, the introduction of Section 28 meant that children could not be educated about same-sex relationships, leading to misinformation and ~~to~~ increased hatred from the mostly affected Gen X.

(b) One cause of changing attitudes to disabled people after WWI was the influx of disabled ex-soldiers. This was because tens of thousands of men returned from the front blinded or as amputees, who still wished to re-enter the workforce and society and large. This led to schemes such as the Kings Roll, ~~which attempted to reimburse~~ and Poppy Appeal, which attempted to support these ex-soldiers in work and monetarily.

Another cause of changing attitudes to disabled people after WWI was the formation of the ~~eugen~~ Eugenics Society. Eugenicians were viewed as a legitimate scientific branch ~~th~~ with support from prominent politicians and activists eg. Winston Churchill, who sought to 'improve' the British gene pool by sterilising and euthanising the disabled/people with defects, leading to increased stigma around disability.

(c)(i) OR (c)(ii) To some extent, government action from 1965-2010 was the main reason for changes in attitudes towards people of colour. For example, the ~~Ree~~ government in 1965 introduced the Race Relations Act ~~with~~ which ~~out~~ made 'inciting racial hatred in public' a criminal offence, as a response to race riots in areas such as Nottingham and Notting Hill in previous years. This ~~was~~ itself did not significantly change attitudes towards POCs as the Act did not ban racial discrimination in housing ~~or private venues~~, ~~the places~~ or work, the places where most discrimination was happening, until the Act was amended in 1968. While this legislation certainly improved living conditions for immigrants and POCs and suggested a friendlier view from the government, ultimately it had little effect on the attitude of the public. As such, I do not agree that government action from 1965-2010 was the most significant reason for changing attitudes towards POCs.

Instead, I believe that the main reason for changing attitudes towards POCs from 1965-2010 was the role of far-right groups and Enoch Powell. Although racist groups such as the BUF and Teddy Boys existed before 1965, suggesting pre-existing racist attitudes, Enoch Powell's 'Rivers of Blood' speech in 1968 emboldened them on an unprecedented scale and directly led to the rise of ~~groups such as the National~~ Nazi and far-right

((c)(i) OR (c)(ii) continued) groups such as the National Front, who went on to terrorise POCs particularly in areas such as Birmingham with a high density of Asian immigrants, and perhaps also influenced the introduction of the Immigration Act 1971 which limited migration opportunities to Britain and a 5 work permit system which preferentially treated white Commonwealth citizens over POCs. As such, given the greatly significant ~~in~~ cultural impact of the Rivers of Blood speech and the ~~cons~~ subsequent rise of the far right compared to the minor changes in public perceptions of POCs as a result of government legislation, I would argue that this was more significant in changing attitudes towards POCs than government action.

An alternative factor behind changes in attitudes towards people of colour from 1965-2010 was ~~the~~ could be the case of Stephen Lawrence's murder in 1993. Lawrence, a young black boy, was murdered at a bus stop by a gang of white men who called him racial slurs as they viciously attacked him. Despite this, the case was not treated as a hate incident at the time and the ~~police~~ Met Police attempted to pressure Lawrence's friend into stating the incident was ~~a gang~~ drug-related gang violence. This incident led to widespread public outcry, particularly from the British Black community, as they believed that the Met police had closed the case due to an alleged lack of evidence without

((c)(i) OR (c)(ii) continued) doing their due diligence, which a report into Met police procedures later confirmed. Though divisive, this case was largely significant in highlighting the ways in which the British justice system was, and had been, failing the Black community, leading to an increase in support for POCs as well as demands for structural changes to British police operations which had been seen previously, eg. with the opposition to the introduction of the SUS laws. I believe that this case was more significant in changing attitudes towards POCs due to the ~~significan~~ comparatively & more significant media coverage than government action eg. the Race Relations Acts of 1965 and 1968, however I do not believe this was more significant than the role of Enoch Powell and the far-right from 1968 onwards as this had an arguably longer-lasting impact on the British cultural sphere and resulted in dozens of hate incidents of 'P-ki bashing' compared to the singular Lawrence case.

To conclude, I believe that government action from 1965-2010, while it improved the lives of POCs, was not the main reason for changing attitudes towards them. Instead, I believe that the main reason for this was the role of Enoch Powell and the National Front, as this greatly influenced both the public and government and left a greater cultural legacy than government legislation or the Stephen Lawrence case, which also had a large

((c)(i) **OR** (c)(ii) continued) *cultural impact.*



This candidate provides a good example of how to direct an answer consistently at the question with judgements made in every paragraph as well as the conclusion.



Make sure that every paragraph has a strong focus on the question.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

- In Part (a) candidates should focus on writing two 'signposted' key features supported by their own knowledge.
- In Part (b) candidates should use precise cross-references and comparisons to support their answers but must also look at the extent of agreement/disagreement between the sources as a whole.
- In Part (c) candidates should support their analysis and evaluation of the interpretation with precisely selected knowledge. This knowledge should be used to directly support the arguments made, rather than producing separate paragraphs of knowledge without reference to either the sources or interpretation.

Section B

- In Part (a) candidates must make clear comparisons between the stated periods.
- In Part (b) candidates must focus on writing about two distinct causes of the outcome and not a general description of the outcome itself.
- In Part (c) candidates must remember to focus on the demands of the question instead of writing unfocused narratives about the period.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
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