



Pearson

Mark scheme

Date 2023

Pearson Edexcel International

GCSE in History (4HI1/02)

Paper 2: Investigation and Breadth
Studies

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Sample Assessment Material

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge of the topic is shown. [AO1]• The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none">• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]• The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not address three aspects.</p>
3	9-12	<ul style="list-style-type: none">• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not address three aspects.</p>
4	13-16	<ul style="list-style-type: none">• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not address three aspects.</p>

SECTION A: Historical Investigation

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

Question	
A1 (a)	Describe TWO features of EITHER the Triple Entente OR life in the trenches. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Triple Entente: <ul style="list-style-type: none">• The Triple Entente was an informal alliance agreed between some of the European powers before the outbreak of the First World War. Britain and France signed the 'Entente Cordiale' in 1904 and extended this to include Russia in 1907• The Entente was not an alliance of mutual defence. Following its agreement, Britain, France and Russia settled some of their colonial differences and made joint military decisions, such as those between the British and French navies. For example, for life in the trenches: <ul style="list-style-type: none">• Life in the trenches was characterised by infectious diseases like dysentery and typhoid, which were common due the insanitary nature of trench warfare. Trenches were often waterlogged, leading to conditions like trench foot• Facing the danger of attack, soldiers in the trenches often slept only for an hour at a time. Under frequent bombardment, from gas as well as explosive shells, many soldiers in the trenches suffered from 'shell shock'.	

Question	
A1 (b)	<p>How far does Source A support the evidence of Source B about the Lusitania? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Lusitania has been sunk by a German U-boat – Source A states that it was sunk as part of a 'submarine blockade' while Source B refers to its sinking by a 'torpedo'
- The sources agree that the Lusitania could have been used for war purposes by the British - Source A refers to the British government having the 'right' to use it while Source B claims it was funded by the British for potential use 'during a war'.

Points of difference may include:

- Source B claims that the Lusitania was being used for the purposes of war ('fitted with heavy guns', 'cargo of ammunition') but Source A firmly denies this ('unarmed passenger vessel')
- Source A refers to the 'loss of life' on the Lusitania and to worldwide 'horror' at the sinking – this is absent from Source B.

Points regarding extent may include:

- There is some similarity between Sources A and B with reference to the sinking of the Lusitania by a German U-boat and its potential use for the purposes of war by the British government
- The sources strongly differ about the justification for the sinking, with Source A condemning the attack on an 'unarmed passenger vessel' and Source B justifying it as a legitimate act of war.

Question	
<p>A1 (c)</p>	<p>Extract C suggests that Germany was justified in sinking the Lusitania.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A states the sinking was justified by Germany's wartime naval 'blockade' of Britain, introduced in response to the similar British blockade of Germany • Source B justifies the reason for the Lusitania's sinking because it was being used by the British to transport troops and ammunition, which could have been employed to kill German soldiers • Extract C states the Germans had to prevent Britain from being supplied from abroad to win the war and that the Royal Navy disregarded German warnings that the liner was a legitimate target ('knew that German U-boats posed an extreme danger') • Before the Lusitania left New York, Germany warned publicly that the shipping lanes around Britain were a war zone and that any ship could be attacked. Several other major passenger ships were in use by the Royal Navy as auxiliary cruisers. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that the Lusitania was not a legitimate target and was simply an 'unarmed' liner • Extract C states that the Lusitania was carrying non-combatants ('women and children') • Extract C indicates that many of the passengers on the Lusitania were citizens of the USA, then a neutral country • Even Germany's allies, Austria-Hungary and Turkey, believed that the sinking was not justified. As a result of massive international criticism, Germany abandoned unrestricted submarine warfare and recalled all of its U-boats to the North Sea. 	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	<p>Describe TWO features of EITHER the Bolshevik takeover OR opposition to the NEP.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Bolshevik takeover:</p> <ul style="list-style-type: none">• The Bolshevik takeover took place in October 1917 when Lenin ordered the seizure of key buildings in Petrograd. The Bolshevik takeover was directed by Trotsky with support from the Red Guards and sailors from the Kronstadt base• The Provisional Government collapsed during the Bolshevik takeover of power and its leaders fled. Immediately after the takeover, the Bolsheviks controlled Petrograd but few other areas of Russia. <p>For example, opposition to the NEP:</p> <ul style="list-style-type: none">• Opposition to the NEP came mostly from Bolshevik party members. Many 'left' Bolsheviks, led by Trotsky, believed that the reforms in the NEP were 'un-communist' and a betrayal of the Revolution• Opponents of the NEP disliked the re-introduction of private business in the NEP. Opponents attacked the ways in which the NEP allowed the 'NEPmen' and the richer peasants to make large profits and to flaunt their wealth.	

Question	
A2 (b)	<p>How far does Source A support the evidence of Source B about Nicholas II's relationship with the <i>dumas</i>? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Nicholas hoped that the *dumas* would work in Russia's best interests – Source A refers to working with the first *duma* to 'improve the nation's wellbeing' and Source B to hopes that the *duma* would establish 'good government'
- The sources agree Nicholas expected the *dumas* to act under his control and direction – Source A refers to 'the work I have set you' while in Source B, Nicholas states that the second *duma* should have stuck to the 'path I indicated'.

Points of difference may include:

- The sources differ about Nicholas' relationship with the *dumas* – Source A is positive before the first *duma* meets ('I welcome you...May God be with us...') but Source B is negative following his experience of the second ('have not met my expectations')
- The sources differ in Nicholas' attitude towards some members of the *dumas* – in Source A he believes that all members will work for the good of Russia but in Source B he condemns 'many' for working against this ('intended to make trouble').

Points regarding extent may include:

- Sources A and B agree that Nicholas had high expectations of the first two *dumas* and that he hoped they would be guided by his will for the good of the whole country
- The sources strongly differ over the positivity of the relationship between Nicholas and his first two *dumas* - Source B suggests that the hopes before the first *duma* met have been extinguished by his experiences of the first two *dumas*.

Question	
A2 (c)	<p>Extract C suggests that the creation of the <i>duma</i> helped improve the way Russia was governed.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A indicates that Nicholas II was enthusiastic about the potential of a parliament to improve the political system and that he would work together with it to help modernise Russia
- Source B suggests that Nicholas II still believed that the *duma* could help improve matters, even after the failure of the first two, by immediately calling a third ('a new *duma*...in November')
- Extract C suggests that a parliament helped improve Russia's political system by encouraging political debate and allowing scrutiny of decision-making through the media ('reported in the newspapers...opportunity to influence public opinion.')
- Until the first *duma* met in 1906, Russia had never experienced any sort of parliament. Thanks to the four *dumas* that met up until 1914, parties like the *Octobrists* and *Kadets* were able to develop constructive criticism of Tsarism.

Relevant points which counter the view may include:

- Sources A and B suggest that Nicholas believed the *duma's* role was merely to do as he instructed, keeping the autocracy largely intact
- Source B suggests that Nicholas found it difficult to accept criticism from the *duma* ('did not carry out their work with honesty') and that, as a result, his first instinct was to close it down
- Source C suggests that a parliament could only play a role in improving Russia's political system if the voices of many were excluded by the voting system ('only the richest could vote...most reformers were not elected')
- Nicholas hated the idea of 'Witte's *duma*', which had been forced on him by the 1905 Revolution, and did his best to marginalise it. The *duma's* role was extremely limited – it was called and dismissed at Nicholas' will and could not initiate legislation.

A3: The USA, 1918-41

Question	
A3 (a)	Describe TWO features of EITHER the Palmer Raids OR Hoovervilles. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Palmer Raids:</p> <ul style="list-style-type: none">• The Palmer Raids took place during 1919 and 1920. They were named after A Mitchell Palmer, the US Attorney General under President Woodrow Wilson, who initiated them• The raids identified and arrested political radicals, e.g. communists and anarchists, and had them deported from the USA. They particularly targeted immigrants from Italy and Eastern Europe. <p>For example, for Hoovervilles:</p> <ul style="list-style-type: none">• Hoovervilles were shanty towns built by the homeless during the Great Depression. They were named after President Herbert Hoover who had been criticised for doing too little to help the poor• Homes in Hoovervilles were usually basic, e.g. made out of wood or cardboard, and had few amenities. Notable Hoovervilles were located at Anacostia, near Washington DC, and in Central Park in New York.	

Question	
<p>A3 (b)</p>	<p>How far does Source A support the evidence of Source B about life in the USA during the 1920s? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that there was a boom in spending on consumer goods during the 1920s and that the material comfort of Americans increased – Source A refers to 'a radio, a record-player and a piano' and Source B to 'telephones' and 'cars' • The sources agree that even ordinary Americans were enjoying the benefits of consumerism – in Source A, 'life in our own ordinary house' was improved by spending while in Source B, living standards for 'ordinary Americans' were high. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A indicates that many Americans struggled during the 1920s ('suffered poverty') – this is absent from Source B • Source B claims that the standard of living in the USA during the 1920s was the highest in the world ('similar to the privileged classes everywhere else') - this is absent from Source A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some difference in emphasis in the sources about those who struggled economically during the 1920s and the standard of living in the USA compared with the rest of the world • The sources agree strongly that many ordinary Americans experienced an increase in material prosperity during the 1920s. 	

Question	
A3 (c)	<p>Extract C suggests that many Americans did not share in the prosperity of the Roaring Twenties.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A refers to those who experienced poverty in the USA before 1929 and to businesses that could not compete with bigger companies able to apply the economics of mass production ('Ford') and that went bust as a consequence
- Extract B suggests that although there was a consumer boom in the USA during the 1920s, many did not share in it, e.g. only a small minority could afford a car
- Extract C states that the prosperity bypassed sizable groups in the USA ('farmers, immigrants and black Americans')
- The 1920s were bad years for US farmers (20 percent of the population) because of falling prices and debt. Most Americans lived on less than \$2000 a year, with particular pockets of poverty in coal mining areas and inner-city suburbs like Harlem.

Relevant points which counter the view may include:

- Source A illustrates the rising purchasing power of ordinary American families ('additions to our living room')
- Source B states that the standard of living in the USA was massively above that elsewhere in the world ('81 percent of automobiles...67 percent of all silk')
- Source C indicates that unemployment fell considerably during the 1920s ('by 67 percent') and suggests that mass production increased the purchasing power of many families ('demand for goods...20 percent')
- The USA economy emerged strongly from the First World War, initiating a boom that benefitted large numbers of Americans. There were 15 million more cars on US roads by 1927 and over 10 million radios were sold during the decade.

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	<p>Describe TWO features of EITHER the Strategic Hamlet Programme OR the role of General Westmoreland.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Strategic Hamlet Programme:</p> <ul style="list-style-type: none">• The Strategic Hamlet Programme was begun by the government of Ngo Dinh Diem in 1962. It was a plan to limit the influence of the NLF in the countryside by creating fortified settlements, into which families were encouraged to resettle• The Programme was given major support and financial backing by the USA. By 1963, over 8.5 million people had been moved from their homes and land to over 7000 new hamlets in South Vietnam. <p>For example, for the role of General Westmoreland:</p> <ul style="list-style-type: none">• The role of General Westmoreland was to command the US forces in Vietnam in the years 1964-68. His plan was to destroy communist strength in South Vietnam by draining the NLF and NVA of manpower and supplies• Westmoreland called for increasing numbers of US soldiers to be posted to Vietnam to defeat communism. His tactics included 'search and destroy' missions, alongside huge air and artillery attacks on enemy positions.	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Paris peace talks have led to an agreement accepted by the US government – in Source A Nixon refers to an 'agreed settlement' while Source B states 'what had been agreed at the Paris talks'.

Points of difference may include:

- Source A is positive in tone about the outcome of the talks ('peace with honour') whereas Source B is overwhelmingly negative
- Source A says the USA has not betrayed South Vietnam ('America did not...betray its allies.') while Source B states that it has ('betraying South Vietnam', 'let them down')
- Source A states that there is support in South Vietnam for what has been agreed at the talks ('The President of South Vietnam fully supports this agreement') whereas Source B suggests the opposite ('Our lives are finished. Our country is gone').

Points regarding extent may include:

- There is agreement between the sources that the peace talks have resulted in a settlement between North Vietnam and the USA over the future of Vietnam
- The sources differ strongly about implications of what has been agreed – Source A suggests that South Vietnam will prosper after the agreement whereas Source B suggests that it will be quickly destroyed.

Question	
A4 (c)	<p>Extract C suggests that the Paris agreement led directly to the final defeat of South Vietnam.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source B states that the USA let down South Vietnam, and suggests a 'major North Vietnamese attack' that would destroy South Vietnam was now inevitable
- Extract C states that after the Paris agreement there was 'little' the USA could do to enforce it if the North broke its terms
- Extract C suggests that the USA had little intention of supporting South Vietnam after the agreement ('as if it was the end of the war') and that all it did was give the North 'breathing space' to gather its strength and finish off the South
- In effect, Paris ended meaningful American involvement in the Vietnam conflict – within 6 months, 95% of US forces had left. Without direct US military support, the ARVN lacked the leadership and the morale to resist a renewed communist offensive.

Relevant points which counter the view may include:

- Source A promises continued US 'aid' and 'support' to South Vietnam after the agreement
- In Extract C, Nixon states that, by the agreement, the US has secured a 'peace that would last' in Vietnam
- Source A and Extract C suggest that the agreement paved the way for the Vietnamese people to settle their differences peacefully and democratically ('have been guaranteed the right to decide their own future')
- Nixon remained publicly committed to South Vietnam and promised the USA would re-commence its bombing campaign should the North break the agreement. The USA continued to supply South Vietnam with money and material after the agreement.

A5: East Germany, 1958-90

Question	
A5 (a)	<p>Describe TWO features of EITHER international recognition of the GDR OR the collapse of the SED government (1989-90).</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for international recognition of the GDR:</p> <ul style="list-style-type: none">• International recognition of the GDR was pursued by the governments of Ulbricht and Honecker. The SED's policy was to gain international acceptance of the GDR as a permanent and legitimate, independent state• State visits, a new flag and national anthem, and international sporting success, were all tools used to gain international recognition for the GDR. After the Basic Treaty (1972), the GDR was widely accepted internationally and joined the UN. <p>For example, for the collapse of the SED government (1989-90):</p> <ul style="list-style-type: none">• The collapse of the SED government (1989-90) occurred after huge demonstrations in cities like Leipzig. The SED was unable to quell unrest among the people, and Honecker resigned.• After the opening of the Berlin Wall in November 1989, the SED's authority declined greatly. It gave up its dominant position in the GDR in December and in elections in March 1990, the PDS (the former SED) gained only 16% of the vote.	

Question	
<p>A5 (b)</p>	<p>How far does Source A support the evidence of Source B about propaganda in the GDR? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that important anniversaries were used for propaganda purposes in the GDR – Source A refers to the party-led commemorations of 1 May and 7 October, while Source B describes events on 1 May • The sources agree that marches and speeches by party leaders were elements of the SED's propaganda. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source B suggests that there was little enthusiasm among the people for party propaganda ('few listened') while Source A indicates that the marchers chanted slogans in support of the SED ('Hooray for our party and its leaders!') • Source B suggests that the propaganda of the SED ('socialism in the GDR') was less important to the people than the problems of everyday life ('where to buy scarce items') – this is absent from A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some agreement between Sources A and B concerning the way propaganda was conducted – both refer to the importance of set-piece 'official' and party-led demonstrations on key dates • The sources differ strongly over the manner in which the propaganda was received by the people – Source A suggests that citizens of the GDR embraced such propaganda displays whereas Source B suggests they were indifferent. 	

Question	
<p>A5 (c)</p>	<p>Extract C suggests that the use of propaganda by the SED was successful in influencing the East German people.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that the propaganda was successful – it describes large official marches that appeared to demonstrate the enthusiasm of the people for the SED ('the bond' between the people and the SED') • Extract B indicates that towns were 'packed' for official demonstrations and that crowds 'cheered' when marching workers passed by, suggesting that the propaganda messages were effective • Extract C refers to the domination of the media by the SED and claims that its propaganda was still believed by the people, despite evidence to the contrary • Propaganda was difficult to escape in the GDR, whether in school, workplace or on state-controlled television and radio. SED propaganda stressed the achievements of the GDR in social affairs, e.g. gender equality, which resonated with many citizens. <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> • Source A suggests that the marchers had to be encouraged ('loudspeakers') and that their chants of enthusiastic support for the SED were not spontaneous • Source B indicates that the people largely ignored the propaganda contained in the official speeches and used official celebrations to discuss the obvious failures of the communist system ('scarce items') • Extract C indicates that many East Germans sought alternative sources of information ('television and radio...from West Germany') and that many started to doubt the propaganda of the SED government ('could see...life in the west') • Many East Germans appeared to accept the state's propaganda messages in public, while openly rejecting them in the presence of family and trusted friends. By the 1980s, thanks to increasing travel to the west, the impact of propaganda was waning. 	

SECTION B: Breadth Studies in Change

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

B1 (a)	<p>Explain TWO ways in which the position of Black Americans in the USA before the setting up of the Freedmen’s Bureau in 1865 was different from the position of Black Americans in the USA after the setting up of the Freedmen’s Bureau.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that the standard of living rose for many Black Americans in the South who received food, shelter and medical facilities through the work of the Bureau• A difference was that there were significantly increased educational opportunities as the Bureau worked with private charities to found thousands of schools for Black Americans.	

Question	Mark scheme
B1 (b)	<p>Explain TWO causes of the North setting up a naval blockade of the Southern states in 1861.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the desire to defeat the rebellion by blockading southern ports and controlling the Mississippi river. This would cut off and isolate the South from the outside world and possible supplies • A cause was the desire to wear down the South without inflicting painful military defeats. This would make post-war reconciliation a lot easier • A cause was that it was a strategy that could be easily implemented. At the start of the war, the North had the greater part of the US navy – 90 vessels out of a total of 120. 	

B1 (c) (i)	<p>How significant was the Kansas-Nebraska Act in the changing relationship between the states of the USA in the years 1787-1861?</p> <div style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Connecticut Compromise (1787)• the Kansas-Nebraska Act (1854).<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that indicate that it was significant may include:

- The Kansas-Nebraska Act infuriated many states in the North that considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported, thus increasing tension
- After the Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted. 'Bleeding Kansas' led to further tension between the individual states
- Opposition to the Act brought Lincoln back into the limelight. His election in 1860 was significant in leading to military conflict between slave and free states.

Relevant points that suggest it was not significant may include:

- The Connecticut Compromise solved the dispute between larger and smaller states over representation in the Senate. In the House, a state's seats would be in proportion to population. In the Senate, all states would have equal representation
- A key turning point was the Compromise of 1850. Free and slave states were thrown against each other in the Great Debate, especially over the strengthening of the Fugitive Slave Act
- The actions of John Brown were important because of the 1859 raid at Harpers Ferry. His failure and execution turned Brown into a martyr for northern abolitionists and widened the conflict between free/slave states
- The Dred Scott decision was important in widening the political gap between North and South and bringing civil war nearer. Anti-slavery leaders in the North saw the ruling as evidence that Southerners wanted ultimately to rule the nation itself
- The outbreak of the Civil War in 1861 brought the Northern states into open conflict with the Southern states over the issue of slavery.

Question	
B1 (c) (ii)	<p>How significant was the Indian Removal Act in overcoming the problems posed by Westward expansion of the USA in the years 1803-50?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none">• the Indian Removal Act (1830)• Mexican opposition. <p>You must also use information of your own.</p> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest that the Indian Removal Act was significant may include the following:

- The Indian Removal Act allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and create more opportunities for settlement
- The Act showed that problems created by Native American resistance could be overcome by the intervention of the federal government
- The Act was significant because it helped overcome the hunger for land which was growing amongst the settlers.

Relevant points that suggest that the Indian Removal Act was not significant may include the following:

- The Act had no impact on the outbreak of lawlessness that resulted from the discovery of gold in the Sierra Nevada Hills in 1848 and subsequent huge influx of prospectors
- A major step in Westward expansion was the Louisiana Purchase. It solved the problem of free use of the Mississippi and prevented the threat of the French blocking expansion towards the Gulf of Mexico
- Opposition from Britain was settled by the Anglo-American Convention of 1818, the establishment of the 49th parallel as the border between the USA and British Canada in 1842 and Polk's 1846 agreement over the borders of Oregon
- Mexicans objected to US expansion into Florida, California and Texas. This opposition continued throughout the period but ended with the Treaty of Guadalupe Hidalgo in 1848
- The Compromise of 1850 provided a short-term solution to the issue of slavery in the new territories. The South gained by the strengthening of the fugitive slave law, whereas the slave trade was prohibited in Washington D.C.

B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	<p>Explain TWO ways in which surgery in 1848 was different from surgery in 1875.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was in the acceptance of anaesthetics. In 1848, anaesthetics were new and there was opposition to their use whereas, by 1875, the widespread use of anaesthetics allowed more complex operations to take place• A difference was the reduction in infection. In 1848, there were no effective antiseptics but, by 1875, Lister's carbolic spray was widely used, making operations safer.	

Question	
B2 (b)	<p>Explain TWO causes of the problems of medical treatment for soldiers in the First World War.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the difficulty of blood transfusions. The limited ability to store blood led to challenges in dealing with the large numbers of soldiers needing blood • A cause was the nature of the wounds and the need for development of new plastic surgery techniques to deal with them • A cause was the prevalence of shell shock and a lack of understanding about the condition or how to deal with it. 	

Question	
B2 (c) (i)	<p data-bbox="456 248 1350 309">How significant was Florence Nightingale in developing the role of women in medicine in the years 1848-75?</p> <div data-bbox="456 347 1123 544" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 879 461" style="list-style-type: none"><li data-bbox="555 400 879 430">• Florence Nightingale<li data-bbox="555 432 879 461">• Elizabeth Garrett.<p data-bbox="480 472 1070 501">You must also use information of your own.</p></div> <p data-bbox="448 580 1394 640">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 674 1378 770">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that she was significant may include:

- Florence Nightingale's high profile made it acceptable for women to train as nurses
- Women became more involved in the focus on cleanliness in hospitals, and nurses better trained, due in part to the work and reputation of Florence Nightingale
- Florence Nightingale's books highlighted the importance of women in medicine as well as the need for improvements in hospitals. 'Notes on nursing' was translated into 11 languages, showing her influence beyond the UK
- The introduction of Nightingale wards showed how seriously her suggestions were taken.

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

- Florence Nightingale's work was not focused on women becoming doctors but on improvements in hygiene
- Garrett's founding of a hospital for women in London showed that women could take a leading role in hospital medicine
- Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors
- New antiseptic techniques made the role of nursing more specialised and valued.

Question	
B2 (c) (ii)	<p data-bbox="456 275 1358 342">How far were developments in science and technology responsible for changes in medicine in the years 1920-48?</p> <div data-bbox="456 378 1123 577" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 389 1059 423">You may use the following in your answer:</p><ul data-bbox="552 427 831 495" style="list-style-type: none"><li data-bbox="552 427 831 461">• fighting infection<li data-bbox="552 461 831 495">• the NHS.<p data-bbox="480 501 1070 535">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 645">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 669 1378 772">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that support the given factor may include the following:

- The development of the second magic bullet, Prontosil, had a significant impact on the treatment of streptococcus infections
- Florey and Chain's development of penicillin showed it could be effectively used to treat infection
- New mass production and storage techniques allowed penicillin to be made available in vast quantities.

Relevant points that challenge the given factor may include the following:

- The impetus of the Second World War encouraged the US government to provide funding for the development of penicillin
- The government set up vaccination programmes to ensure people were protected against diphtheria
- The impact of the Second World War helped lead to greater government involvement in health care, leading to the introduction of the NHS in 1948
- The NHS provided universal health care for all, free at the point of access, which was a huge change in medical provision
- The need during the war for blood supplies led to the improvement of the blood transfusion service.

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	<p>Explain TWO ways in which Japan's influence in other countries in 1895 was different from Japan's influence in other countries in 1905.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that Japan had more influence in China. As a result of its victory in the Sino-Japanese War, it was granted territory by China and given significant commercial concessions• A difference was that Japan gained significant influence in Korea as a result of its victory over Russia in the Russo-Japanese War. Russia could no longer protect Korea from Japanese intervention• A difference was that Japan gained influence in Manchuria and Korea as a result of the 1902 Anglo-Japanese Alliance as Japan gained the confidence to take aggressive action against Russia knowing Britain would not intervene.	

Question	
B3 (b)	<p>Explain TWO causes of the decline in Japan's economy after 1929.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content: Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the worldwide depression resulting in a decline in exports, particularly silk, as other nations suffered their own economic problems and some (e.g. the USA) introduced tariffs to protect their own goods • A cause was Japan returning to the gold standard in 1930. This meant a fixed exchange rate, which could not be altered in the face of deep global deflation • A cause was Japan's lack of natural resources. With practically no natural resources, the nation had to import oil, iron, steel, and other commodities to keep its industry and military forces alive but was not earning from exports to pay for these materials. 	

Question	
B3 (c) (i)	<p>How far did Japan modernise in the years 1853-1912?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none">• the Perry Mission (1853)• reforms under the Meiji. <p>You must also use information of your own.</p> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest Japan did modernise may include the following:

- When Japan opened its ports as a result of the Perry Mission, it gained access to modern technology. Its opening to the West enabled it to modernise its military, and to become the most formidable Asian power in the Pacific
- The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption
- Under the Meiji, there was an industrial revolution, which established an efficient textile industry and brought railways, a modern postal service and a country-wide telegraph network
- In the Taisho Democracy, a greater openness and a desire for representative democracy, as practised in the West, took hold
- There were changes in day-to-day life with the arrival of movies, the spread of consumer goods and department stores. By 1912, the use of electric lights was widespread.

Relevant points that suggest that Japan did not modernise may include the following:

- Corruption continued after the fall of the Tokugawa Shogunate, with the ruling elite continuing to make themselves wealthy at the expense of poor workers
- Government in Japan continued to be repressive after the fall of the Tokugawa Shogunate, with restrictions on political activities and little freedom of the press or academic freedom
- During the period, much of Japan remained an agricultural-based society with feudal attitudes persisting and rural poverty common and widespread.

Question	
B3 (c) (ii)	<p>How far did relations between Japan and the West change in the years 1919-45?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none">• the Treaty of Versailles (1919)• Manchukuo. <p>You must also use information of your own (16)</p> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points which suggest there was change may include the following:

- The Washington Naval Treaty showed the West did not see Japan as an equal and, in 1930, when the treaty was reviewed, they refused to increase the Japanese ratio. This was a change from the more collaborative approach in 1919
- The invasion of Manchuria, the Lytton Report and the Japanese walk-out from the League marked the beginning of a period of poor relations between Japan and the West
- The signing of the Anti-Comintern Pact in 1936 showed that Japan was now lining itself up with the Fascist powers in Europe. This made it a potential enemy of both Britain and France who were particularly concerned about Nazi Germany
- The bombing of Pearl Harbour was an open act of war. This was the first time that Japan had carried out military action against the West and marked a significant change in relations.

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

- Japan and the West were on good terms during the First World War and this continued at Versailles when the Western powers agreed to allow Japan to take control of areas of China
- The Japanese reinforced better relations by attending the Washington Naval Conference and accepting a lower ratio of warships in return for the US promising not to build naval fortifications in the Western Pacific
- Commercial relations with the West were very good in the 1920s with the USA continuing to be the largest market for Japanese silk
- In reality, political relations remained pragmatic because the West treated Japan well only as long as it suited them, e.g. there were no problems in the 20s but when Japan began to expand in the 1930s, the West changed its approach.

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

Question	
B4 (a)	<p>Explain TWO ways in which agriculture in China in 1949 was different from agriculture in China in 1963.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that, by 1963, agriculture had been collectivised. The majority of Chinese farms were run by communes• A difference was that production declined as some peasants reacted to forced collectivisation by reducing production. There was widespread famine in which 50 million Chinese died.	

Question	
<p>B4 (b)</p>	<p>Explain TWO causes of the Three- and Five-anti Campaigns.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was to ensure CCP unity by removing corrupt capitalist opposition to the Agrarian Reform Law • A cause was to deal with residual members of the GMD who were disloyal to the CCP • A cause was to purge bureaucratic officials in local government who were not members of the CCP. 	

Question	
B4 (c) (i)	<p>How far was the Long March the key turning point in the strength of the Chinese Communist Party in the years 1921-54?</p> <ul style="list-style-type: none">• the Long March• Khrushchev's visit to China (1954) <p>You must also use information of your own.</p> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

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

- In 1934, the Communists were surrounded in Jiangxi province and in danger of annihilation. The Long March enabled them to break free and survive
- The Long March provided a propaganda opportunity for the Communists who were able to portray it as a victory for comradeship and self-sacrifice in the face of the oppressive Nationalist government
- During the Long March, the Communists followed Mao's orders and treated the peasants well. This created a base of support which was to prove extremely important in winning the Civil War
- The Long March established Mao as leader of the Communists and also provided other leading Communists with experience in leadership and the opportunity to establish a stable leadership team.

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

- In reality, the Long March reduced the Communists from 80, 000 to around 10, 000 and there was no certainty that they would survive in Yanan
- The Shanghai Massacre seriously weakened the CCP as its previous ally, the GMD turned on it in a bid to wipe it out
- The Battle of Huai-Hai could be seen as the key turning point as it broke the Nationalist army, resulted in 200, 000 casualties, brought an end to US funding of the GMD and meant Communist victory in the civil war was near
- Soviet funding after Khrushchev's visit in 1954 was significant in helping industrialise China. Later, Soviet scientists trained the Chinese, allowing them to develop their defence capabilities and increase the security of the CCP.

Question	
B4 (c) (ii)	<p>In the years 1965-89, how far was the introduction of the one-child policy in 1979 the most significant event in changing the daily lives of Chinese people?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none">• the Cultural Revolution• the one-child policy. <p>You must also use information of your own.</p> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest that the one-child policy was the most significant event may include the following:

- The one-child policy had a significant effect on the daily lives of ordinary Chinese. Financial penalties and compulsory sterilisations impacted significantly on family life
- The policy led to an increase in female infanticide. If couples could have only one child, many of them preferred a boy to work in the fields and hand down the family name
- The policy created a better living standard for some couples. There were cash bonuses, extra rations and better health care and education for those who obeyed.

Relevant points that suggest that the one-child policy was not the most significant event may include the following:

- The Cultural Revolution brought a major change in family life. Young people were taught to revere Mao and the party ahead of their parents – even reporting them if they seemed to be revisionist
- The Cultural Revolution had a major impact on education. The 1982 census showed that only about 1% of the population had a degree and only one third of children had attended school up to the age of 12
- For young people, the 'up to the mountains and down to the villages campaign' brought a huge change. Millions of urban young found themselves working in rural communes
- Deng's education reforms had a major impact, with an increase in the number of students attending university or studying overseas
- Deng's policy of westernisation led to an adoption of western ideas and culture by many young Chinese. Western hairstyles, clothes and music became more common.

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

Question	
B5 (a)	<p>Explain TWO ways in which the UN's approach to peacekeeping in the Congo (1960-64) was different from the UN's approach to peacekeeping in Namibia (1989).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was the aims of the UN. In the Congo, the UN's aim was to keep the country together, whereas in Namibia the aim of the UN was to help Namibia set up as an independent country• A difference was the use of force. In the Congo, the UN used force to keep the peace whereas, in Namibia, the UN helped the government to build a democratic state by peaceful means.	

Question	
B5 (b)	<p>Explain TWO causes of the success of the League's work with refugees in the years 1919-39.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the role of Nansen in setting up 'Nansen passports', which allowed refugees to travel • A cause was that the Refugee Commission provided loans to countries, such as Greece, to provide refugees with homes and farmland. These loans led to a strengthening of the economy • A cause was that the League adopted a practical approach, accepting that, although repatriation was desirable, it was not always possible, e.g. 36 000 Armenian refugees were resettled with work by 1938, leading to new settlements and agricultural colonies. 	

Question	
B5 (c) (i)	<p data-bbox="448 248 1286 309">How far did the way decisions were made by the international organisations change in the years 1930-64?</p> <div data-bbox="459 349 1182 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 884 461" style="list-style-type: none"><li data-bbox="555 400 783 430">• the Assembly<li data-bbox="555 432 884 461">• the Security Council.<p data-bbox="480 512 1070 542">You must also use information of your own.</p></div> <p data-bbox="448 622 1394 683">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 714 1378 815">A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest there was a change may include:

- The Assembly reviewed the League's activities and decisions it made had to be unanimous. The General Assembly of the UN required only a majority vote
- The role of the veto changed. The Uniting for Peace Resolution was passed during the Korean War, allowing the General Assembly to pass a resolution when one of the 5 permanent members used the veto
- The Great Powers differed. In the League, these were Britain and France, in the UN, the USA and the USSR. These powers significantly influenced decisions made by the Council and Security Council
- A wider range of options to act were available to the UN due to its ability to use force. This could be seen in the Korean War.

Relevant points that suggest that change was limited may include:

- The Council and the Security Council both needed unanimous decisions in order to take any actions. This caused problems for the League over Abyssinia and for the UN during the Cold War
- As with the Council of the League, the Security Council was dominated by the major powers
- The PICJ and the ICJ were both involved in decision making as they oversaw disputes between nations according to international law
- The Secretariats of the League and the UN put the decisions of the international organisations into action.

Question	
B5 (c) (ii)	<p data-bbox="456 241 1374 309">How far was the Yom Kippur War (1973) the key turning point in the involvement of the UN in the Middle East in the years 1945-85?</p> <div data-bbox="456 344 1123 573" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 356 1058 389">You may use the following in your answer:</p><ul data-bbox="552 398 986 461" style="list-style-type: none"><li data-bbox="552 398 986 432">• the UN Partition Plan (1947)<li data-bbox="552 432 986 461">• the Yom Kippur War (1973).<p data-bbox="480 501 1070 535">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 640">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 669 1378 770">A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

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

- A difference the Yom Kippur War made was that Resolution 340 established UNEF II, which played a key role in supervising and monitoring the disengagement agreements of 1974
- Throughout its 6-year deployment, UNEF II was successful in helping to prevent war between Israel and its neighbours
- After the Yom Kippur War, the USA, rather than the UN became the conduit for brokering peace deals.

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

- The Yom Kippur War did not change the fundamental superiority Israel had in terms of military effectiveness
- The war of 1948-49 led to the setting up of the UNRWA, which dealt with refugee issues throughout the period
- The UN first sent peacekeeping forces, UNEF, to the Middle East during the Suez Crisis of 1956, marking a change in their role
- The Six Day War led to Israel disengaging with the UN as it felt that the UN was favouring the Palestinian cause
- The conflict in Lebanon saw the UN being ignored by Israel, and the Lebanese turning to a multinational force for help instead.

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

Question	
B6 (a)	<p>Explain TWO ways in which the actions of civilian resistance movements in France in the Second World War were similar to guerrilla warfare in the Vietnam War.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• The guerrilla fighters in Vietnam and the civilian resistance movements in France both carried out acts of sabotage to reduce their enemies' capabilities• The Vietcong and civilian resistance movements in France both undermined the military planning and capabilities of the enemy through spying.	

Question	
B6(b)	<p>Explain TWO causes of the importance of aircraft carriers in the Pacific War in the years 1941-45.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

Marking instructions

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

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

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

Indicative content:

Relevant points may include:

- A cause was that aircraft carriers allowed planes to take off and land from anywhere in the ocean thus increasing the range of attacks
- A cause was that aircraft carriers allowed planes to be launched from a distance to attack other warships, such as in the Battle of Midway in 1942
- A cause was that aircraft carriers enabled aircraft to provide air cover for successful amphibious landings, e.g. the Solomon Islands.

Question	
B6 (c) (i)	<p data-bbox="456 241 1259 277">How far did aerial warfare change in the years 1939-2000?</p> <div data-bbox="456 311 1123 510" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 322 1058 356">You may use the following in your answer:</p><ul data-bbox="552 362 868 427" style="list-style-type: none"><li data-bbox="552 362 868 394">• the Battle of Britain<li data-bbox="552 394 868 427">• the first Gulf War.<p data-bbox="480 434 1070 468">You must also use information of your own.</p></div> <p data-bbox="448 546 1394 611">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 636 1378 741">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest there was a change may include:

- The way in which bombs were delivered to their targets changed. At the start of the Second World War, manned planes were used to drop bombs. Later in the Second World War and after, guided missiles were developed to deliver bombs remotely
- During the Vietnam War, Search and Destroy tactics were used, which showed the development of helicopters as a weapon of war
- Over time, there was greater use of surgical air strikes rather than the carpet-bombing tactics used during the Second World War
- Stealth bombers, avoiding radar detection, were first used in combat in 1989 and during the first Gulf War
- Although pilotless planes were used as bombs in the Second World War, the purpose of the planes changed to a reconnaissance role in the Gulf War.

Relevant points that show change was limited may include:

- Blitzkrieg tactics that were developed during the Second World War were used with similar success in the Six-Day War
- Aerial warfare was consistently used to disrupt industry and communications
- A consistent theme was the inability of air power alone to win wars, as evidenced in the Second World War and the first Gulf War, where air superiority was quickly achieved but ground operations were still required.

Question		
<p>B6 (c) (ii)</p>	<p>How far did guerrilla warfare change in the years 1976-2011?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the war in Afghanistan (1979-89) • 9/11. <p>You must also use information of your own.</p>	
<p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>		
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that there was change may include:</p> <ul style="list-style-type: none"> • Guerrilla warfare had depended on detailed knowledge of the local terrain for its success, as in Afghanistan, but with the 9/11 attacks this was not the case • The size of individual guerrilla attacks changed, with 9/11 causing thousands of casualties with one incident • The success of guerrilla tactics depended on the co-operation of locals in Afghanistan and Iraq, but not for the 9/11 attacks • Suicide bombings as a strategy of guerrilla warfare had developed during the period, e.g. 9/11. <p>Relevant points that change was limited / other factors were more significant may include:</p> <ul style="list-style-type: none"> • Guerrilla tactics had continued to be used in asymmetric conflicts, e.g. Afghanistan and Iraq • Where guerrilla fighters had been on the ground, continuity was seen in their dependence for their success on their ability to blend in with local civilians e.g. Afghanistan and Chechnya • Continuity was seen in the way guerrilla fighters had depended on support from external governments • Continuity was seen in the focus of terrorist groups on resisting ideologies they objected to, e.g. communism in Afghanistan. 		

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B7 (a)	<p>Explain TWO ways in which the war in Lebanon (1982-83) was similar to the Gaza War (2008-90).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A similarity was the motivation of Israel. In both wars, Israel believed it was acting to defend itself from attacks: by the PLO in the Lebanon conflict and Hamas in the Gaza conflict• A similarity was the impact the conflicts had on Israel's reputation. In the war in Lebanon, publicity was negative due to the deaths of many civilians. Similarly, in Gaza, the high numbers of Palestinian casualties led to accusations of excessive force.	

Question	
B7 (b)	<p>Explain TWO causes of the success of Shuttle Diplomacy in the years 1973-75.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was Israel was so dependent on US aid, so it was easier for Kissinger to put pressure on it to negotiate • A cause was the need for Egypt to reopen the Suez Canal in order to start receiving much needed revenue, which made it willing to enter into peace talks • A cause was the USA was determined to negotiate peace as it was suffering as a result of the oil embargo imposed by OPEC. Kissinger was therefore willing to act as a go-between. 	

Question	
<p>B7 (c) (i)</p>	<p>How far did terrorism in the Middle East conflict change in the years 1917-56?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Irgun • the Fedayeen. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest change may include:</p> <ul style="list-style-type: none"> • The target of terrorist activities changed from being the removal of the British to attacks on the new state of Israel after 1949 • The bombing of the King David Hotel by Irgun contributed to the Israelis achieving their aim of an independent state, whereas subsequent Arab terrorist actions, such as the actions of the Fedayeen, did not lead to Arab aims being fulfilled • The scale of terrorism increased after the War of 1948-49 and the creation of the Fedayeen • After the war of 1948-49, terrorist raids by the Fedayeen originated from the Palestinian refugee camps in the Arab states around Israel. <p>Relevant points that change was limited may include:</p> <ul style="list-style-type: none"> • The impact of terrorist acts continued to lead to reprisals. Reprisals led to greater tension and encouraged war, e.g. the actions of the British in response to the Arab Strike of 1936 and Israel's reaction to Fedayeen attacks from the refugee camps • The target of terrorist activities remained inside Palestine and Israel • The purpose of Arab terrorist activity remained focused on regaining Palestine for Arabs • Terrorist activities continued to cause loss of life and damage to infrastructure. 	

Question	
B7 (c) (ii)	<p>How far was the War of 1948-49 the key turning point in relations between the Arab nations and their Jewish neighbours in the years 1946-73?</p> <div data-bbox="459 347 1123 544" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• first Arab-Israeli War (1948-49)• the Six-Day War (1967).<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

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

- The war was a victory for Israel, which led to great confidence and the determination of Israel to defend itself strongly against attacks from its neighbours
- The war created at least 700 000 Palestinian refugees who were settled in camps in surrounding states. The existence of these refugees created problems for Israel in future years
- Israeli reprisals against attacks by the Fedayeen led to further problems with neighbouring countries
- Israel's victory in the war led to the Arab League boycotting trade with Israel and its trading partners.

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

- The war was a consequence of the UN Partition Plan, which had divided Palestine. This Plan was not accepted by Arab nations and so set the tone for difficult relations between Israel and its neighbours
- Nasser's accession to power in Egypt led to a much more determined stance against Israel, with his focus on Arab nationalism
- The Suez Crisis of 1956 led to greater involvement of the Superpowers in the Middle East. This led to greater funding for arms and greater polarisation of Israel and her neighbours
- The Six-Day War led to Israel enlarging its territory by 350% and to the creation of the occupied territories, which provided a buffer zone of protection between Israel and her neighbours.

B8 Diversity, Rights and Equality in Britain (1914-2010)

Question	Mark scheme
B8 (a)	<p>Explain TWO ways in which the treatment of sexual minorities before the Sexual Offences Act (1967) was different from the treatment of sexual minorities after the Sexual Offences Act (1967).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that, before the passing of the Act, homosexual activity between men was a crime. The Act decriminalised homosexual acts carried out in private between men in England and Wales• A difference was that, before the Act the maximum punishment for men convicted of homosexual acts was life imprisonment. After the Act, the maximum punishment was ten years imprisonment.	

Question	Mark scheme
B8 (b)	<p>Explain TWO causes of ethnic tensions in Britain in the 1930s.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the worsening economic situation. As unemployment rose dramatically in parts of the UK in the 1930s, some Britons turned on immigrants, accusing them of taking jobs from British-born people • A cause was the increasing opposition by immigrants to the colour bar that existed in the UK and deprived them of opportunities to equal housing and employment • A cause was the formation of groups such the BUF, which distributed anti-Semitic propaganda, held hostile demonstrations in the Jewish sections of East London and wore Nazi-style uniforms. 	

	Mark scheme
B8 (c) (i)	<p data-bbox="448 248 1390 309">How significant was the First World War in changing opportunities for women in the period 1914-44?</p> <div data-bbox="456 342 1426 584" style="border: 1px solid black; padding: 10px;"> <p data-bbox="472 353 1046 383">You may use the following in your answer:</p> <ul data-bbox="568 394 1023 465" style="list-style-type: none"> <li data-bbox="568 394 879 423">• the First World War <li data-bbox="568 434 1023 465">• Butler’s Education Act (1944). <p data-bbox="472 477 1066 506">You must also use information of your own.</p> </div> <p data-bbox="448 622 1406 689">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="576 723 1430 831">A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that indicate that the First World War was significant may include:

- The war work carried out by women, often in dangerous jobs such as munitions production, made many men realise what women could do and changed attitudes to the use of female labour
- The role of women in medicine, where they replaced absent doctors in UK hospitals and acted as nurses at the Front gave women a respect and acknowledged expertise in the medical field, creating future opportunities
- Many women gained their first taste of financial freedom during the First World War and this had a long-term influence on their attitudes for campaigning for greater equality of opportunity in the future.

Relevant points that suggest the significance of the First World War was limited may include:

- In some ways, the increased opportunities brought about by the First World War were short-term. After the war, there was significant unemployment and many of the gains made by women were lost
- The work of the suffragette movement largely stopped during the war, but the Suffragists continued to campaign peacefully and won much support from women and men in their campaign for women to have the vote
- The Representation of the People Acts of 1918 and 1928 were significant as they enabled women to vote and stand for election to the Commons. After this, women began to play a greater role in politics
- Women played a major role in the Second World War, including covering jobs left vacant by men and this reinforced the value of employing women in many employers' minds
- The extension of education under Butler's Education Act provided girls with the opportunity for an academic education on an equal basis to boys.

Question	
B8 (c) (ii)	<p data-bbox="448 264 1262 331">How far did opportunities for the differently-abled change in the period 1945-2010?</p> <div data-bbox="448 365 1426 607" style="border: 1px solid black; padding: 5px;"><p data-bbox="459 376 1038 409">You may use the following in your answer:</p><ul data-bbox="512 416 879 488" style="list-style-type: none"><li data-bbox="512 416 735 450">• employment<li data-bbox="512 456 879 488">• the Equality Act (2010)<p data-bbox="459 495 1062 528">You must also use information of your own.</p></div> <p data-bbox="448 663 1394 730">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 759 1378 864">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest that there was change in opportunities may include the following:

- Many soldiers who had been disabled in the war were able to take advantage of the impact of the 1944 Disability Employment Act, which provided sheltered employment, reserved occupations and employment quotas for disabled people
- Opportunities for employment increased with greater mobility as a result of the Invacar (distributed free from 1948) and later Motability
- Opportunities increased for those suffering from mental health issues as care in the community (introduced in the 1980s) replaced the much-criticised asylum system. The government promised equality, inclusion and universal access
- The 1995 Disability Discrimination Act made it illegal to discriminate against disabled people in connection with employment, the provision of goods, facilities and services or the management of premises
- The 2010 Equality Act required employers to make reasonable adjustments for disabled people so they were not at a 'substantial disadvantage'. This resulted in many large employers taking on more disabled staff.

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

- Although the 1944 Education Act promoted inclusivity the number of differently-abled children removed from mainstream education increased significantly as they were judged to be in need of medical intervention best supplied in special schools
- In 2010 only about one third of disabled people were employed full-time, compared to 60% of non-disabled people
- Although legislation appeared to offer greater opportunities, the wording of legislation often left room for interpretation, which meant that the opportunity for enforcement was limited.