

# **Mark scheme**

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GCSE in History (4HI1/02R)

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)

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

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

## Section A: Question (b)

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

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

## Section A: Question (c)

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

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

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

### Section B Question (a)

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

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

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

### Section B: Question (b)

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

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

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

## Section B: Question (c)

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

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

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

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

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

Question	
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> deadlock on the Western Front <b>OR</b> the German threat to Britain in the North Sea.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.  The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.  <b>Indicative content guidance</b> For example, for deadlock on the Western Front: <ul style="list-style-type: none"><li>• Deadlock on the Western Front began in 1914 with the digging of defensive trench systems by both sides. After the failure of the Schlieffen Plan at the Battle of the Marne, the deadlock lasted for almost four years</li><li>• Modern weaponry, e.g. heavy-duty machine guns, meant that attacks to break the deadlock were usually very costly. Many attempts by both sides to break the deadlock, e.g. Verdun, Passchendaele, were defeated.</li></ul> For example, for the German threat to Britain in the North Sea: <ul style="list-style-type: none"><li>• The German threat to Britain in the North Sea began in 1914 when the German navy shelled British coastal towns in the North East. Germany used U-boats to attack British ships in the North Sea</li><li>• In May 1916, the German High Seas Fleet attempted to engage the Royal Navy in battle for the control of the North Sea. Britain retained control of the North Sea following the Battle of Jutland.</li></ul>	

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

## **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that the assassination was planned (Source A calls it a 'conspiracy' and Source B, a 'plot') and that Serbians were responsible (Source A directly blames the government while Source B indicts 'border guards' and other Serbian officials)
- The sources agree that, as a result of the assassination, Austria is seeking to take some form of action against Serbia, whether 'to reduce Serbia's influence' (Source A) or seeking to have those Serbians responsible brought to justice (Source B).

Points of difference may include:

- Source A suggests that the Serbian government was responsible for the assassination ('its policies encourage crimes of this sort') but Source B states clearly that it was not ('not responsible for...assassins.').
- Source A refers to the influence of Russian and Serbian nationalism in encouraging the assassins – this is absent from Source B.

Points regarding extent may include:

- There is some difference between Sources A and B concerning the involvement of the Serbian government and the role of Slavic nationalism in the assassination
- The sources strongly agree that the plot to assassinate Franz Ferdinand originated in Serbia, and that Austria is seeking to punish those responsible.

Question	
<p><b>A1 (c)</b></p>	<p>Extract C suggests that a general war could still have been avoided after the assassination at Sarajevo.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A states that Austria will seek to punish Serbia for the assassination by reducing its influence in the Balkans but makes no demand for war</li> <li>• Source B states that the Serbian government was not responsible for the assassination and suggests that Austria should merely seek the prosecution of the guilty</li> <li>• Extract C states that a general war was not likely following the assassination, and that politicians worked hard during July to avoid war</li> <li>• Following the assassination, there was little escalation of the July Crisis for two weeks and leading figures, e.g. Wilhelm II, publicly played down the prospect of war. Previous crises, e.g. Bosnia 1908-09, had ended in diplomatic solutions not war.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A blames 'Russian and Serbian nationalism' for the assassination, which aimed to 'weaken the Triple Alliance and destroy my Empire' - this suggests continent-wide tensions that could result in a European war</li> <li>• Extract C refers to Europe being riddled with international tensions even before the assassination of the Austrian Crown Prince and states that the resulting 'July Crisis' ended in war</li> <li>• Extract C suggests that there were some in Europe, 'some Austrians', that welcomed the escalation of tension following the assassination and sought war, however limited</li> <li>• 'Hawks' in Austria were desperate to use the assassination as a pretext for the destruction of Serbia, even if this caused war with Russia. The alliances, and decades of rising tensions, made it likely that this would lead to a general European conflict.</li> </ul>	

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

Question	
<b>A2 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the setting up of the Provisional Government <b>OR</b> the July Days.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the setting up of the Provisional Government:</p> <ul style="list-style-type: none"><li>• The setting up of the Provisional Government took place in March 1917. The Provisional Government replaced Tsar Nicholas II, who had just abdicated</li><li>• The Provisional Government was set up by leading figures in the duma. Its first minister was Prince Lvov and it was made up mainly of Kadets (like Milyukov) and Octobrists (like Guchkov).</li></ul> <p>For example, for the July Days:</p> <ul style="list-style-type: none"><li>• The July Days was a period of unrest in Russia during 1917. During the July Days, soldiers, sailors and industrial workers in Petrograd demonstrated against the conduct of the Provisional Government, e.g. the failure of the summer offensive</li><li>• The Provisional Government blamed the Bolsheviks for the unrest during the July Days. Bolshevik leaders were arrested, and Lenin fled Petrograd for Finland.</li></ul>	

Question	
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the Kronstadt Naval Mutiny? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>

### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that the mutineers put up stiff resistance to Lenin's government – Source A describes them 'still continuing' despite the threat of being surrounded and starved while Source B refers to 'furious' determination until the end
- The sources agree that government used considerable force and brutality to crush the mutiny – Source A refers to bombs from government planes 'killing women and children' while Source B describes captured mutineers being shot by the secret police.

Points of difference may include:

- The sources differ on the attitude of Bolsheviks towards the mutineers – Source A suggests that Lenin was contemptuous ('minor') while in Source B, a Bolshevik is clearly sympathetic ('These people had been strong supporters...Revolution.').
- The sources differ about the causes of the mutiny – in Source A, Lenin states that it was 'simply discontent' amongst the 'foolish' but Source B suggests that the 'suffering of the Russian people' was at issue.

Points regarding extent may include:

- Sources A and B agree that the Kronstadt mutineers were committed to their cause and that it took considerable efforts by the government to defeat them
- The sources strongly differ on the causes of the mutiny and on the attitude of Bolshevik revolutionaries towards the mutineers.

Question	
<b>A2 (c)</b>	<p>Extract C suggests that the Kronstadt Naval Mutiny was a serious threat to Lenin's government.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Sources A and B suggest that considerable force had to be used by the government, over a period of some days, to defeat the mutineers
- Source B and Extract C suggest that committed Bolsheviks were turning against Lenin's government – 'They died shouting 'Long Live the Revolution!'' (Source B) and 'those who had strongly supported the Bolshevik Revolution' (Extract C)
- Extract C suggests the mutiny came during a time of difficulty for the government ('strikes in Petrograd and other cities') and that it forced Lenin to change course immediately ('abandon War Communism...introduce the New Economic Policy.').
- The Kronstadt sailors had played a heroic role in the Bolshevik seizure of power and their mutiny shocked the Bolshevik leadership. Their demands suggested that Lenin's government had betrayed the Revolution and called for urgent reforms.

Relevant points which counter the view may include:

- Source A suggests that Lenin was never worried about the threat from the mutiny ('no fear', 'very minor incident') suggesting that it was not a threat to the government
- Source B suggests that the mutineers lacked leadership ('without experienced officers') and were unable to deploy their forces effectively against government forces ('did not know how to use their artillery')
- Both Source A ('planes') and Extract C ('60 000 men') suggest that the government had the resources to deal with the mutiny relatively easily
- The mutiny took place in an isolated part of Russia, and was poorly organised and ill-timed (when winter ice prevented support from other potential sympathisers). The government did not feel the need to grant any of its demands (e.g. for free speech).



### A3: The USA, 1918-41

Question	
<b>A3 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> Prohibition <b>OR</b> the Second New Deal.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, Prohibition:</p> <ul style="list-style-type: none"><li>• A feature of Prohibition was that it banned the manufacture, sale and transportation of alcoholic drink. It was introduced in 1919 when the Eighteenth Amendment (the Volstead Act) was passed</li><li>• A feature of Prohibition was that it was a controversial measure. Many people broke the law by finding ways to obtain alcohol that had been smuggled into the USA or illegally produced.</li></ul> <p>For example, the Second New Deal:</p> <ul style="list-style-type: none"><li>• A feature of the Second New Deal was that it included measures to help the old and disadvantaged. The Social Security Act introduced federal pensions and unemployment insurance</li><li>• A feature of the Second New Deal was that it set up the Works Progress Administration. This organisation provided employment for 8 million Americans and involved federal spending at an unprecedented level.</li></ul>	

Question	
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about Hoover's reaction to the Great Depression Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>

## **Marking instructions**

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

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

Both agreement and difference must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that Hoover did not believe it was the federal government's job to solve the problems. Source A says 'self-help' is needed; Source B says 'local areas' are developing policies
- The sources agree that Hoover considered the idea that federal government should intervene was dangerous. Source A says it would 'damage our American way of life'; Source B says it would destroy the system of government.

Points of difference may include:

- Source A says that Hoover is prepared to intervene if self-help does not work, but there is no mention of this in Source B
- Source B says that recovery is already underway ('the steady, if slow, healing') but Source A does not say this.

Points regarding extent may include:

- There is some disagreement about whether things are improving
- There is strong agreement between Sources A and B about the dangers of federal involvement in solving the problems.

Question	
<p><b>A3 (c)</b></p>	<p>Extract C suggests that that Hoover misjudged how seriously the Great Depression affected people. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A says that Hoover thinks that self-help will solve the problems</li> <li>• Source B suggests that Hoover believes that existing policies are already 'bringing back recovery'</li> <li>• Extract C suggests that he misjudged the effects because 'Hoover was not willing to use the full resources of the government to deal with the Great Depression'</li> <li>• Some of Hoover's actions made it seem like he had little understanding of the suffering. For example, he ordered attacks on the camps of the Bonus Marchers.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that Hoover did understand the effects because he was ready to intervene if 'self-help cannot prevent hunger and suffering'</li> <li>• Source B suggests Hoover knows there are problems and is determined to restore the prosperity 'of our country and our children'</li> <li>• Extract C says that Hoover intervened with public works and help for farmers</li> <li>• As early as 1929, Hoover saw the need for action. He set up a Federal Farm Board to buy crops from farmers.</li> </ul>	

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

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the aims of the Vietminh in the First Indochina War <b>OR</b> the Paris peace talks (1972).  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the aims of the Vietminh in the First Indochina War:</p> <ul style="list-style-type: none"><li>• The aims of the Vietminh in the First Indochina War included the establishment of independence for Vietnam from the French Empire. The Vietminh wanted to establish a communist government in Vietnam.</li><li>• During the First Indochina war, the Vietminh aimed to defeat France by wearing down the resolve of the French army and public. They hoped that sustained guerrilla attacks on French bases and supply lines would lead them to withdraw.</li></ul> <p>For example, for the Paris peace talks (1972):</p> <ul style="list-style-type: none"><li>• The Paris peace talks (1972) ended direct American military involvement in the war in Vietnam. They were held between the governments of North Vietnam, South Vietnam and the USA</li><li>• During the talks, President Nixon agreed that a ceasefire by North Vietnam would lead to the withdrawal of US forces from Vietnam. The talks ended when the Paris Peace Accords were signed in January 1973.</li></ul>	

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

## **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that US involvement is aiming to better the condition of the people of South Vietnam – Source A refers to helping them 'live and work in peace' and Source B to the intention of providing 'peace, democracy and better lives.'

Points of difference may include:

- Source A suggests that the USA is involved in Vietnam to defend democracy ('the right to choose their own system of government') whereas Source B states that the governments of South Vietnam are 'corrupt and undemocratic'
- The tone of Source A is positive and idealistic about US involvement in Vietnam ('a duty to help'), however Source B is negative about its effects ('suffer under US bombs', 'we may have killed a million')
- Source A defends US involvement on a geopolitical basis, the need to protect Vietnam, Asia and the world from the communist threat – this is absent from Source B.

Points regarding extent may include:

- There is some agreement between the sources that the general intention of US involvement was to improve the condition of the Vietnamese people
- The sources differ strongly about the wider causes, and practical effects, of US involvement in Vietnam.

Question	
<b>A4 (c)</b>	<p>Extract C suggests that President Johnson made a huge error in increasing the USA's involvement in 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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source B suggests that US involvement was extremely damaging and achieved the opposite of what Johnson intended ('now consider the USA...their real enemy.')
- Extract C states that those close to Johnson, including the Vice-president, either opposed escalation or advised Johnson that he was taking an 'enormous risk'
- Extract C suggests that Johnson knew he was doing the wrong thing at the time he took the decision to commit US forces in greater numbers ('don't think...worth fighting for. This is a terrible thing...')
- Many Americans doubted the wisdom of supporting the repressive and unpopular South Vietnamese regime with US troops. North Vietnam was supplied by China and the USSR and it required a massive, and open-ended, US commitment to defeat.

Relevant points which counter the view may include:

- Source A suggests that the future of Vietnam was a moral duty for the USA and states that the defeat of North Vietnam was vital to stopping communism worldwide ('the rest of Asia...threat to peace throughout the world.')
- Source B states that the US was at least attempting to act in, what it believed to be, the best interests of the South Vietnamese people
- Extract C states that South Vietnam would soon fall without US escalation and that, if this happened, it would undermine the USA's Cold War strategy more generally ('destroy the USA's attempts to contain the spread of communism worldwide.')
- Standing up to communism in Vietnam was key to the US policy of containment and was supported by a significant majority of Americans. Johnson was merely continuing an escalation of involvement that had begun, more covertly, under JFK.



## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the role of Comecon <b>OR</b> relations with West Germany (1969-87).  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.  The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.  <b>Indicative content guidance</b> For example, for the role of Comecon: <ul style="list-style-type: none"><li>• The role of Comecon was to ensure economic cooperation with other countries in the Soviet Bloc. As a member of Comecon, the GDR was committed to the same communist policies used in the USSR (e.g. state ownership and planning)</li><li>• Membership of Comecon meant that the GDR often sold products to its neighbours below market price, reducing profitability. A benefit of Comecon was the supply of cheaper oil from the USSR during the 1970s.</li></ul> For example, for relations with West Germany (1969-87): <ul style="list-style-type: none"><li>• Relations between the GDR and West Germany improved during the years 1969-87. Four international treaties, notably the Basic Treaty (1972), were signed between the GDR and FRG in the early 1970s</li><li>• Travel and communication between the GDR and FRG were made easier during the 1970s. The GDR used loans from the FRG to prop up its economy in the 1980s.</li></ul>	

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

### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that house building was a priority for the government of the GDR – Source A states that apartments were built 'at speed' while Source B boasts of the scale and achievements of the SED's housing policy
- The sources agree that young people were a focus of house-building efforts – Source A suggests that *Plattenbau* housing was 'for young people' while Source B claims that a quarter of new housing went to 'young, married couples.'

Points of difference may include:

- Source B suggests that house-building has been a success for the SED ('improved the lives of over 7 million') whereas Source A suggests the contrary, with many still living in old, cold and cramped apartments
- Source A highlights the difficulty of living in older housing blocks ('carry coal...in winter.') – this is absent from Source B.

Points regarding extent may include:

- There is some agreement between Sources A and B concerning the importance of housing to the SED and the priority groups favoured by the government
- The sources differ strongly over the success of housing policy in the GDR – Source A suggests that there was still much to do, as late as the 1980s, whereas Source B suggests that modernisation has been a significant party achievement.

Question	
<p><b>A5 (c)</b></p>	<p>Extract C suggests that the SED failed to solve East Germany's housing problem.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A highlights the continuing shortage of decent housing in the GDR, as late as the 1980s
- Extract C refers to the lack of 'quality' of much of the newly-built *Plattenbau* housing in the GDR
- Extract C refers to the privileges afforded to the elite at the expense of others when it came to housing ('jump the queues') and to the social pressures on the many young couples having to cohabit with their elders ('many divorces')
- *Plattenbauten* were often shoddy (due to the speed of construction and use of poor-quality materials) and soulless (in distant, uniform estates without facilities). The state's monopoly on supply was a major problem in satisfying the high demand.

Relevant points which counter the view may include the following:

- Source A refers to the speed of the *Plattenbau* house building and to the prioritisation given to the young
- Source B refers to the vast resources directed to housing by the SED government ('ten per cent of the GDR's national income!')
- Extract C refers to the SED having exceeded its targets for house building and to the social facilities built in some new communities ('health and childcare centres...sporting facilities.')
- Much housing in East Germany had been destroyed during the war and massive amounts were needed to replace or refurbish it. The SED government kept rents affordable and there were increasing levels of satisfaction from those newly-housed.

## SECTION B: Breadth Studies in Change

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

Question	Mark scheme
<b>B1 (a)</b>	<p>Explain <b>TWO</b> ways in which the position of black Americans in the USA in 1877 was similar to the position of black Americans in the USA in 1865. (6)</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was that most black Americans, although now technically free, were still trapped by poverty. Without their own land to farm, many moved about in their search for work, going into the cities in search of employment</li><li>• A similarity was that racial segregation continued and intimidation by local whites, often tolerated by local police and judiciary, kept many black Americans in an oppressed position.</li></ul>	

Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of discontent with the Supreme Court's decision in the Dred Scott case (1857).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

**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 the decision of the Court meant all people of African ancestry were not citizens of the United States and therefore could not sue in federal court. This offended many black Americans
- A cause was that the Court ruled that the federal government did not have the power to prohibit slavery in its territories and that the Missouri Compromise was unconstitutional, thus angering those who supported increased federal power
- A cause was that of the nine justices of the Supreme Court who heard the case in 1857, seven had been appointed by pro-slavery presidents from the South, and of these, five were from slave-holding families. Critics claimed the Court was biased.

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Question	Mark scheme
<b>B1 (c) (i)</b>	<p data-bbox="448 271 1246 338">How far did disagreements over the Constitution change in the years 1783-1809?</p> <div data-bbox="459 383 1426 622" style="border: 1px solid black; padding: 10px;"><p data-bbox="467 394 1050 427">You may use the following in your answer:</p><ul data-bbox="616 434 1166 506" style="list-style-type: none"><li data-bbox="616 434 1166 468">• the Constitutional Convention (1787)</li><li data-bbox="616 472 970 506">• Jefferson's presidency.</li></ul><p data-bbox="467 512 1070 546">You <b>must</b> also use information of your own.</p></div> <p data-bbox="568 663 1382 763"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 797 1430 909"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



**Marking instructions**

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

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

**Indicative content**

Relevant points that indicate there was change may include:

- Early disagreement was between those who advocated the continuing rights of the individual states and those who wanted to see a unifying central authority. The Constitutional Convention settled on state and federal governments sharing power
- Disagreement revolved around representation in Congress. Large states wanted representation based on population; smaller states wanted equal representation. This disagreement was ended by the Connecticut Compromise
- During Jefferson's presidency there was a dispute over whether slaves should be counted in the overall population. The disagreement was ended by the decision that 60% of the slave population should be counted for taxation and representation
- Following ratification of the Constitution drawn up by the Philadelphia Convention, disagreement changed to the dispute between the strict constructionists and broad constructionists who wanted a much more powerful federal government
- During Jefferson's presidency there was new political rivalry between those who supported agrarian interests and those who favoured the interests of towns and cities.

Relevant points that suggest change was limited may include:

- In effect, the disagreements changed little as they were largely related to the same issues: whether there should be a national constitution and who would hold the greater power, the individual states or a federal government
- The constitution drawn up by the Philadelphia Convention caused division in the country and there were continuing arguments between Federalists and Anti-Federalists in many states. Rhode Island did not ratify the constitution until 1791
- Once a constitution was drawn up the disagreements evolved into an argument about the power of the federal government. The disagreement between strict constructionists and broad constructionists continued to the end of the period.

Question	
<b>B1 (c) (ii)</b>	<p>How far was government policy the main reason for Westward expansion in the years 1803-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Indian Removal Act (1830)</li><li>• the California Gold Rush (1849)</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

**Marking instructions**

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

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

**Indicative content**

Relevant points that suggest government policy was the main reason may include the following:

- A major step in Westward expansion was the Louisiana Purchase, undertaken as part of government policy for commercial reasons, to ensure the port of New Orleans remained available to American farmers
- Westward expansion (as in the Louisiana Purchase) occurred to remove the influence of the previous colonial powers. This was government policy
- The Indian Removal Act (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and create more opportunities for settlement
- Mexico stood in the way of expansion. It was the government decision to go to war in 1846 that resulted in the Treaty of Guadalupe Hidalgo and the acquisition of a million square miles of new territory.

Relevant points that suggest government policy was not the main reason may include the following:

- Expansion into, e.g., Oregon in the 1820s was motivated by a desire to set up farms, increase wealth and have more independence than farm workers had in the east
- A theme of commercialism ran through much of the desire to settle, ranging from pioneers trying to have a better life as farmers, to gold diggers looking for wealth
- A belief in Manifest Destiny also underpinned much of the migration. Many Americans believed it was their destiny to expand westward
- The search for gold led to thousands of settlers wanting to go west in the California Gold Rush.

## B2: Changes in medicine, c1848-c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which the role of women in medical care in 1875 was different from the role of women in medical care in the First World War.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the numbers of women who were doctors. In the First World War, 1% of doctors were women, whereas in 1875 there was only 1 female doctor</li><li>• A difference was more women were needed for war in 1914. Due to the large number of casualties, more female medical volunteers were needed. Organisations like FANY brought nurses to the front lines to treat casualties.</li></ul>	

Question	
<p><b>B2 (b)</b></p>	<p>Explain <b>TWO</b> causes of the improvements in surgery in the years 1848-75.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the use of anaesthetics. Ether was found to deaden pain and this meant more complex operations that could last longer could be performed. Chloroform was also found to be effective and had fewer side effects</li> <li>• A cause was improvements in technology leading to Snow's chloroform inhaler being invented. This measured the chloroform dose carefully, meaning fewer people would die from overdoses</li> <li>• A cause was the use of carbolic as an antiseptic. Lister began to use solutions of carbolic acid to clean wounds and the death rate in surgery dropped as a consequence.</li> </ul>	

Question	
<b>B2 (c) (i)</b>	<p data-bbox="456 241 1315 309">How significant was the role of government in improving public health provision in the years 1860-1905?</p> <div data-bbox="456 344 1123 544" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 353 1059 387">You may use the following in your answer:</p><ul data-bbox="552 396 986 459" style="list-style-type: none"><li data-bbox="552 396 986 430">• the Public Health Act (1875)</li><li data-bbox="552 430 986 459">• the work of Koch.</li></ul><p data-bbox="480 468 1070 501">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 640"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 669 1378 772"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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## **Indicative content**

Relevant points that it was significant may include:

- The introduction of the 1875 Public Health Act was significant in that it made local authorities responsible for a range of public health provisions
- The government made it illegal for factories to put their waste into rivers, thus improving the quality of the water supply
- The 1899 Infectious Disease Act compelled the reporting of infectious diseases to the local Medical health Officer and to isolation hospitals being built, thus helping to slow the spread of diseases
- A willingness on the part of government to spend money on public health, due to the abandonment of laissez-faire approaches, allowed Joseph Bazalgette's ideas to be implemented.

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

- The work of Koch led to a greater understanding of micro-organisms and how diseases spread, showing the importance of improving hygiene
- The ideas of Bazalgette led to sewers being built in London, which enabled waste to be disposed of safely
- The acceptance of the Pasteur's germ theory led to greater pressure being put on local and national government to improve public health
- The increase in the number of voters led to political parties developing policies that reflected the needs of a wider range of people, rather than just the rich.

Question	
<b>B2 (c) (ii)</b>	<p data-bbox="456 248 1342 309">How significant was warfare in bringing about changes in surgery in the years 1905-48?</p> <div data-bbox="456 347 1123 629" 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="555 405 943 477" style="list-style-type: none"><li data-bbox="555 405 699 434">• x-rays</li><li data-bbox="555 450 943 477">• the Second World War.</li></ul><p data-bbox="472 528 927 600">You must also use information of your own.</p></div> <p data-bbox="448 667 1394 728"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 757 1378 853"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## **Marking instructions**

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## **Indicative content**

Relevant points that suggest that warfare was significant may include the following:

- The invention of the Thomas splint in the First World War improved the chances of survival for soldiers who were shot in the leg. It reduced blood loss and enabled the casualties to be operated on
- The development of mobile x-ray machines during the First World War allowed foreign objects to be located in the body, which then enabled surgery to be more successful
- Conditions in the Second World War made it urgent to find a way to mass produce antibiotics. The achievement of this was significant in the battle against infection.
- Harold Gillies and others developed plastic surgery techniques during the First World War. These techniques developed further during the Second World War as there was an increased need to treat burns.

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

- The problems of infection remained difficult to resolve until mass production of penicillin became possible towards the end of the Second World War
- Skin graft techniques had already started to be developed before the First World War
- Finance was a significant factor in the development of penicillin. Florey and Chain appealed to the USA for investment into methods that could be used to produce and store penicillin in vast quantities
- Ideological changes played a role in improving access to surgery for more people after the founding of the NHS.

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

Question	Mark scheme
<b>B3 (a)</b>	Explain <b>TWO</b> ways in which Japan's society in 1937 was different from Japan's society in 1929. <b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (different).

#### Marking instructions

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

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

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

#### Indicative content

Relevant points may include:

- A difference was that there was a change in attitudes towards young women. In 1929, the 'Modern Girl' was often seen in Japanese society. By 1937, such styles of fashion and behaviour for women had died out
- A difference was that, during the 1930s, society became much more repressive. In 1929, there was a large element of freedom. By 1937, freedom of speech, freedom in education and trade union rights had declined.

Question	
<p><b>B3 (b)</b></p>	<p>Explain <b>TWO</b> causes of Japan’s worsening relations with the League of Nations in the 1930s.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the invasion of Manchuria without a declaration of war. This was contrary to the Covenant of the League of Nations</li> <li>• A cause was the setting up of the puppet state of Manchukuo (which the League declared illegal) and the failure to engage with the League’s Lytton Report when the League called a conference to discuss it</li> <li>• A cause was Japan leaving the League and continuing acts of aggression against China after 1931 in contravention of the Covenant.</li> </ul>	

Question	
<b>B3 (c) (i)</b>	<p>How far did Japan make progress towards becoming a world power in the years 1894-1919?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Sino-Japanese War (1894-95)</li><li>• the Treaty of Versailles (1919)</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest that Japan did make progress towards becoming a world power may include the following:

- In 1894, the Japanese defeated the Chinese in Korea and took control of the Liaodong peninsula and Taiwan. The West was surprised by the victory and this gave Japan prestige in Western eyes
- The Anglo-Japanese Alliance in 1902 was important in showing Japan as a world power because it was the first time Japan had been recognised as an equal nation by the West
- The Russo-Japanese War was the first victory over a Western power and gave Japan confidence to expand and increased respect in the West
- Korea was formally annexed in 1910, as a result of the Japan-Korea Treaty
- The Treaty of Versailles showed Japan was a world power, as it received the German concessions in China in Shandong. Japan now had a major foothold in China – and soon sought more control in China.

Relevant points that suggest that Japan did not make progress towards becoming a world power may include the following:

- By 1894, Japan had already shown its potential as a military power by forcing Korea to accept a degree of Japanese influence in its affairs
- The Treaty of Versailles did not give Japan all the German territories it wanted. The Japanese felt cheated and resentful about this as the gains did not reflect the central position that Japan thought it had in Asia
- The Treaty of Versailles confirmed Japan's 21 Demands in China, but only in return for restrictions on Japanese immigration into the USA. This confirmed Japanese views that they were not being treated as a world power.

Question	
<b>B3 (c) (ii)</b>	<p data-bbox="448 371 1198 439">How far did the way Japan was governed change in the years 1912-38?</p> <p data-bbox="448 506 1023 539">You may use the following in your answer:</p> <ul data-bbox="469 546 906 618" style="list-style-type: none"><li data-bbox="469 546 906 580">• the Taisho Democracy (1912)</li><li data-bbox="469 584 906 618">• Konoe's New Order (1938).</li></ul> <p data-bbox="608 667 1350 701">You <b>must</b> also use information of your own (16)</p> <p data-bbox="448 801 1394 869"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 898 1378 987"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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## **Indicative content**

Relevant points that suggest change may include the following:

- During the 'Taisho Democracy', Japan's government became more liberal. There was a shift in power from the old oligarchic advisors under the emperor and elected representative officials increasingly gained influence and power
- In the 1920s, a more repressive form of government was adopted in response to demands for more reforms. The army detained political activists it believed were radicals
- There was a suppression of democracy with the introduction of the Peace Preservation Law, which threatened up to 10 years imprisonment for anyone attempting to alter the kokutai (rule by the emperor and imperial government)
- Under Hirohito, the role of the emperor in government increased with the development of state Shinto. It glorified the emperor and traditional Japanese virtues to the exclusion of Western influences
- Under Konoe, a 'New Order' was introduced that led to Japan becoming a totalitarian state and increased the influence of the military. In 'time of national emergency' the Diet did not need to approve measures.

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

- There was little change in terms of the involvement of ordinary people in government. Even in the Taisho Democracy there was still little opportunity for the lower classes to have any real say
- The government continued to be repressive throughout the period, ending political protest and, through Tenko, forcing left-wing activists to abandon their radical beliefs
- The continuing elitist nature of government was reflected in the importance of the emperor. By 1936, it was again illegal for any ordinary Japanese citizen to even look at the emperor.

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

Question	
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which Mao's position in China before the Cultural Revolution was different from Mao's position in China in 1969 at the height of the Cultural Revolution.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that Mao had greater political control in 1969. He had purged the party of those, such as Deng, who were criticised as revisionists and replaced them with members of the PLA</li><li>• A difference was that there was greater loyalty towards Mao in the general population. Prison camps to re-educate opponents and harsh punishments meant people were too frightened to criticise Mao.</li></ul>	



Question	
<p><b>B4 (b)</b></p>	<p>Explain <b>TWO</b> causes of Mao's introduction of the Hundred Flowers Campaign.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was that Mao was trying to bring about a modernisation of China and, in order to do so, he needed to give greater freedom in terms of intellectual support to encourage advances in science</li> <li>• A cause was that Mao believed there was an element of disloyalty and corruption within the Party. He hoped that the Hundred Flowers Campaign would expose the disloyal and corrupt</li> <li>• Mao claimed he wanted to make sure that the people of China felt they could criticise the government to prevent unrest.</li> </ul>	

Question	
<b>B4 (c) (i)</b>	<p>How far did the way China was governed change in the years 1911-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the 1911 Revolution</li><li>• the end of the Civil War (1949)</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

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

- In 1911, there was a revolution in which the Qing dynasty was overthrown and a republic set up with Sun Yat-sen as President
- From the death of Yuan Shi-kai in 1916, China fell under the control of the warlords who had different ideas and different styles of government
- Following the formation of the United Front and the Northern Expedition in 1926-28, Chiang Kai-shek restored the control of the Nationalists after the defeat of the warlords
- From 1931, parts of China were ruled by the Japanese, who set up a puppet government in Manchuria and later extended their authority into other parts of northern China
- In 1949, the Communists defeated Chiang and the Nationalist government was overthrown and the country became the communist People's Republic of China.

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

- Although Sun Yat-sen was president after the 1911 revolution, it was General Yuan Shi-kai who took control. Yuan ruled as a dictator and even tried to become emperor, thus continuing autocratic rule
- After the death of Yuan Shi-kai, China fell under the influence of the warlords, but technically there continued to be republican government in Beijing, later led by Sun and Chiang
- In 1949, the name of the country changed and it was ruled by a different political party, but it was still a strong, centralised government that did not allow criticism.

Question	
<b>B4 (c) (ii)</b>	<p>How far were Deng's reforms the most important change in China's industry in the years 1952-89?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the First five Year Plan (1952-57)</li><li>• changes to industry under Deng.</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest Deng's reforms were the most important change may include the following:

- Deng introduced a number of capitalist practices, such as allowing foreign investment or making private profit. This stimulated industry
- Deng introduced Special Economic Zones and encouraged foreign industrialists. This led to China's export trade growing by over 500%
- Deng tapped into the skills and expertise of the growing middle classes in China by allowing the introduction of western practices such as paying bonuses and allowing managers to become more involved in target and profit setting in industry
- Deng brought about an increase in the quality of Chinese goods (rather than just them being cheaper) by adopting an open door for trade and encouraging competition with foreign companies.

Relevant points that suggest Deng's reforms were not the most important change may include the following

- Not all Deng's policies were easy to implement. Some workers resisted the increased demands made on them in the Special Export Zones and so production was sometimes well below targets.
- The first Five-year Plan was highly important in changing China's industry as, with Soviet help, it boosted production in key industries and included a number of spectacular public works
- The Great Leap Forward was important as it had a significant negative impact by undermining large-scale industry
- The Cultural Revolution brought about a negative impact on the economy, resulting in a serious decline in the production of coal, oil and steel.

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

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the approach of the League to promoting health was different from the approach of the UN to promoting health.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the approach to disease prevention. The WHO delivered vaccine programmes around the world, whereas this was not part of the work of the League's Health Commission</li><li>• A difference was the understanding of disease prevention. The WHO monitored food, air and water quality whereas the League's Health Commission did not.</li></ul>	

Question	
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of UN involvement in the Middle East in the years 1967-73.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the outbreak of the Six Day War. The UN passed several ceasefire resolutions to stop the fighting</li> <li>• A cause was to prevent war breaking out again after the Six Day War had ended. The UN tried to achieve permanent peace by passing Resolution 242</li> <li>• A cause was the outbreak of the Yom Kippur War. The UN tried to end the fighting by passing various resolutions demanding a ceasefire.</li> </ul>	

Question	
<b>B5 (c) (i)</b>	<p data-bbox="456 248 1337 309">How significant was the membership of the League in weakening its ability to maintain peace in the years 1919-39?</p> <div data-bbox="456 347 1123 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="555 400 890 461" style="list-style-type: none"><li data-bbox="555 400 660 430">• USA</li><li data-bbox="555 432 890 461">• Manchuria (1931-33)</li></ul><p data-bbox="480 512 1070 542">You must also use information of your own.</p></div> <p data-bbox="448 622 1393 683"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 714 1378 810"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## **Marking instructions**

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## **Indicative content**

Relevant points that the stated factor was significant may include:

- The failure of the USA, the world's largest economy, to join the League meant the economic impact of sanctions imposed by the League was limited
- The League was perceived as being a victor's club due to France and Britain being the most powerful nations in the League. This caused resentment amongst the countries that had lost the First World War
- Hitler took Germany out of the League in 1933, which meant the most populous nation in Europe was no longer contributing to the League's business.

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

- The League often took a long time to make decisions. This had an impact on the effectiveness of their actions, such as in Manchuria. The Lytton Commission took a year to report, by which time Japan was firmly established in Manchuria
- The lack of an army meant the League was not strong enough to defend members under threat from more powerful countries
- The need for unanimous decisions meant that it was very difficult to take decisions especially if the aggressor nation was on the Council of the League
- The economic interests of countries inside and outside of the League impacted on its ability to act. This could be seen in Manchuria where Britain and the USA did not want action taken against Japan
- The League's reputation was hugely damaged by the failure of the World Disarmament Commission, meaning it became increasingly irrelevant in international peacekeeping.

Question	
<b>B5 (c) (ii)</b>	<p data-bbox="456 248 1342 309">In the years 1989-2011, how significant was the war in Bosnia in changing the ways in which the UN kept peace?</p> <div data-bbox="456 349 1123 577" 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="555 400 991 461" style="list-style-type: none"><li data-bbox="555 400 991 430">• the war in Bosnia (1992-95)</li><li data-bbox="555 432 991 461">• the war in Sudan (2005-11).</li></ul><p data-bbox="480 506 1070 535">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 638"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 672 1378 768"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest it was significant may include:

- The failure of the UN to end the conflict resulted in NATO taking a larger role in protecting civilians. The use of NATO airstrikes to more forcefully protect civilians led to the Serbs negotiating peace
- The war in Bosnia showed the UN to be weak and the USA did not want it to play a major role in attempts to create peace such as the Dayton Accords
- As a result of failures in Bosnia and Rwanda, the 'Responsibility to protect' principles were agreed in 2005, which established the right of the UN to intervene if a country was failing to protect all of its people.

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

- The conflict in Namibia saw an increased role for the UN Civil Police. Its success in Namibia led to it becoming an important part of UN operations in the 1990s
- After the first Gulf War, Resolution 688 was passed, which was a big change for the UN, seeing human rights abuses as a threat to international peace and security rather than simply a domestic matter
- 'An Agenda for Peace' stated peace building as a mission of the UN not just peacekeeping. The DPKO was also set up in 1992 to manage the UN's work in maintaining international peace and security
- In Kosovo, the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws
- The UN worked in partnership with the AU, in Sudan, which was unusual for the UN.

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

Question	
<b>B6 (a)</b>	<p>Explain <b>TWO</b> ways in which air warfare during the Italian invasion of Abyssinia (1935-36) was different from air warfare in the Arab-Israeli Six-Day War (1967).</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the use of chemicals. The Italians used gas against the Abyssinians, but chemical weapons were not used in the Six-Day War</li><li>• A difference was the tactics used. During the Six-Day War, the Israelis used air warfare to support tanks to swiftly defeat the enemy. This combination was not used in Abyssinia.</li></ul>	

Question	
<p><b>B6(b)</b></p>	<p>Explain <b>TWO</b> causes of the effectiveness of U-Boats in the Atlantic in the Second World War.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the use of 'wolf-pack' tactics. The Germans had cracked the Allied codes and could lie in wait for Atlantic convoys and attack in large numbers</li> <li>• A cause was the lack of effectiveness of British anti-U-Boat tactics. Air cover was effective but could only stretch so far across the Atlantic, leaving a mid-Atlantic gap</li> <li>• The U-boats were able to avoid detection by ASDIC by attacking from the surface and at night.</li> </ul>	

Question	
<b>B6 (c) (i)</b>	<p data-bbox="456 241 1230 275">How far did sea warfare change in the years 1976-2011?</p> <div data-bbox="456 311 1123 510" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 322 1059 356">You may use the following in your answer:</p><ul data-bbox="552 362 995 427" style="list-style-type: none"><li data-bbox="552 362 948 396">• the Falklands War (1982)</li><li data-bbox="552 396 995 427">• the Second Gulf War (2003).</li></ul><p data-bbox="480 434 1070 468">You must also use information of your own.</p></div> <p data-bbox="448 544 1394 609"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 636 1378 741"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest there was a change may include:

- There was a growth in the significance of aircraft carriers which was a key factor for success in the Falklands conflict
- The speed of aircraft carriers increased with the development of the Nimitz class super-carriers in the 1970s enabling them to be deployed more effectively
- The increased size of aircraft carriers meant support vessels were essential to allow amphibious landings in conflicts such as the Gulf Wars
- Submarines developed to allow longer periods under water
- Submarines could launch more sophisticated weaponry, as was seen in the first Gulf War with the launch of Tomahawk Cruise Missiles at strategic targets inside Iraq.

Relevant points that show change was limited may include:

- Ships were consistently used to land troops, as they did during the Falklands campaign and in the Gulf wars
- Ships were consistently used to support aerial warfare
- The role of destroyers remained largely the same, to provide escort for both civilian merchant and passenger ships and naval vessels in theatres of war.

Question	
<b>B6 (c) (ii)</b>	<p data-bbox="448 248 1385 277">How far did new technology change warfare in the years 1976-2011?</p> <div data-bbox="448 360 1114 555" style="border: 1px solid black; padding: 10px;"><p data-bbox="472 371 1050 400">You may use the following in your answer:</p><ul data-bbox="544 412 703 472" style="list-style-type: none"><li data-bbox="544 412 703 441">• missiles</li><li data-bbox="544 443 703 472">• drones.</li></ul><p data-bbox="472 483 1062 512">You must also use information of your own.</p></div> <p data-bbox="448 577 1394 638"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 667 1378 768"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## **Marking instructions**

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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 there was change may include:

- Nuclear submarines developed and could fire Tomahawk missiles at land targets during the Gulf wars
- The precision of missiles improved with the use of high-res cameras and GPS technology
- Drones were used in the Second Gulf War, which allowed for remote warfare
- Technological developments allowed larger and more damaging terrorist activities to take place.

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

- Conventional bombing tactics continued, such as the B-52 carpet-bombing during the First Gulf War
- The success of campaigns depended on conventional weapons and the use of ground troops, as could be seen in the First and Second Gulf Wars
- Despite technological developments in nuclear weapons, they were not used during this period
- Chemical and biological weapons were not used in warfare, despite technological advancements and research.

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

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the position of the PLO in the war in Lebanon (1982-83) was different from the position of the PLO after the first Intifada.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the attitude of the PLO towards Israel. After the war in Lebanon, the PLO were still committed to destroying Israel, but after the first Intifada, the PLO began to accept the existence of Israel</li><li>• A difference was the status of the PLO. After the war in Lebanon, the PLO were still the main representative body of the Palestinians, whereas after the first Intifada their significance was being challenged by groups such as Hamas.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of clashes between Jews and Palestinians in the 1930s.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the rise in Jewish immigration into Palestine. This led to less land being available for Palestinians</li> <li>• A cause was the differences in outlook between the Palestinians and the Jews. They had little common ground, and differed in many ways, including their plans for the future of Palestine</li> <li>• A cause was the Peel Commission, which suggested a division of Palestine that gave the most fertile land to the Jews. This angered the Palestinians.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p data-bbox="448 304 1353 367">How far was the UN Partition Plan (1947) the key turning point in international involvement in the Middle East in the years 1947-78?</p> <div data-bbox="448 405 1182 645" style="border: 1px solid black; padding: 10px;"><p data-bbox="472 412 1050 439">You may use the following in your answer:</p><ul data-bbox="608 445 1098 510" style="list-style-type: none"><li data-bbox="608 445 1038 472">• the UN Partition Plan (1947)</li><li data-bbox="608 479 1098 510">• the Camp David Accords (1978).</li></ul><p data-bbox="472 517 1070 544">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 719 1394 781"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 813 1378 911"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

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

- The Partition Plan saw the end of the British mandate in Palestine and the removal of British troops from the region
- The Partition Plan was the work of the UN and was the first time that an international organisation decided the future of Palestine
- The Partition Plan created the state of Israel, which led to the outbreak of war in 1948. The consequences of this war meant the UN had to involve itself in providing aid for Palestinian refugees

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

- The Camp David Accords, brokered by the USA, led to peace between Egypt and Israel
- The Suez Crisis changed the nature of international involvement in the Middle East as Britain and France lost their influence in the region, whilst the USA and the USSR became more significant
- The Yom Kippur War raised tensions between the USA and the USSR, almost leading to the possibility of them going to war with each other
- After the war of Yom Kippur, the USA decided peace was necessary due to the impact on their economy of the oil embargo
- The appearance of Arafat at the UN allowed the PLO greater international standing by being given 'observer status' at the UN.

Question	
B7 (c) (ii)	<p data-bbox="448 241 1353 304">How far were the Oslo Peace Accords (1993) the key turning point in the search for peace in the Middle East in the years 1988-2012?</p> <div data-bbox="448 356 1185 568" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 367 1038 400">You may use the following in your answer:</p><ul data-bbox="512 409 975 477" style="list-style-type: none"><li data-bbox="512 409 922 443">• Oslo Peace Accords (1993)</li><li data-bbox="512 445 975 477">• the Roadmap for Peace (2003)</li></ul><p data-bbox="459 488 1051 521">You must also use information of your own.</p></div> <p data-bbox="448 607 1370 674">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="448 712 1321 808">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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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 Oslo Peace Accords were a key turning point as the PLO accepted, for the first time, the right of Israel to exist and renounced violence
- The Oslo Accords led to the setting up of the PNA to run Gaza and the West Bank
- For the first time, there was a clear future plan set out. There was an expectation that further negotiations would continue on difficult issues.

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

- The Oslo Accords lacked significance as they failed due to a lack of good will and trust
- The Roadmap for Peace was a turning point as it laid out a formal path for expectations and further developments
- The Roadmap led to some Israeli settlements being dismantled in Gaza, which was a significant step
- Arafat's 1988 speech to the UN renouncing terrorism led to the USA negotiating with the PLO and putting pressure on Israel to negotiate with the PLO. This marked a significant change in direction
- The end of the Cold War saw the international situation change and was a key turning point. The USSR stopped funding the PLO and the USA no longer felt the need to unconditionally support Israel and pressured them to negotiate.

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

Question	Mark scheme
<b>B8 (a)</b>	<p>Explain <b>TWO</b> ways in which the position of people from the Commonwealth wishing to work in Britain before 1962 was different from the position of people from the Commonwealth wishing to work in Britain after 1962.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that settling in the UK became much more difficult. Before the 1962 Commonwealth Immigrants Act, members of the Commonwealth had an automatic right to settle in the UK</li><li>• A difference was that the ability to compete for work on equal terms with UK-born citizens ended as the Act said new immigrants were to be categorised according to their skills and could, therefore, work only in certain jobs.</li></ul>	



<b>B8 (b)</b>	Explain <b>TWO</b> causes of Dr Ludwig Guttman's decision to create the Stoke Mandeville Games in 1948. <b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
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### Marking instructions

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

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

### Indicative content:

Relevant points may include:

- A cause was Guttman's personal beliefs. He believed that the best way to treat patients who had paraplegia was by introducing rehabilitation through sport
- A cause was that in 1948 the Olympic Games were held in London and Guttman was able to use this to motivate his patients and staff into holding their own games for the disabled
- A cause was Guttman's desire to provide his patients with an increased feeling of self-worth. Many of the patients had allowed their disability to break their spirit and Guttman realised how important positivity was in bringing about recovery.

	<b>Mark scheme</b>
<b>B8 (c) (i)</b>	<p>How far was it government actions that brought about an increase in equality in Britain in the years 1914-45? (16)</p> <div style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• extending the vote</li> <li>• the Second World War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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

### **Indicative content**

Relevant points that indicate that it was government actions that brought about an increased equality may include:

- The Representation of the People Acts in 1918 and 1928 brought women the vote on the same terms as men
- The Sex Disqualification (Removal) Act in 1919 enabled women to join the professions and professional bodies, to sit on juries and be awarded degrees
- The 1918 Education Act abolished all fees in state elementary schools and the 1944 Act extended education and gave the opportunity of grammar school education to all children, regardless of class, gender or ethnicity
- The National Service Act in 1941 gave women new opportunities in work and the armed services.

Relevant points that suggest that it was not government actions that brought about an increased equality may include:

- Some government legislation actually reduced equality. For example, the 1919 Aliens Restriction Amendment Act obliged foreign nationals to register with the police, enabled their deportation, and restricted where they could live
- The work undertaken by women in the two world wars contributed to a more positive impression of woman and helped lead to better employment opportunities and future legislation
- 130 000 Black GIs came to Britain after 1942. They, and black Commonwealth volunteers, raised awareness of colour across the UK, leading to an increased willingness to assimilate immigrants
- Organisations played a part in influencing the government, e.g. the British Legion campaigned for better treatment of those disabled by war; the Suffragettes pressurised the government to extend the franchise.

Question	
<b>B8 (c) (ii)</b>	<p data-bbox="523 277 1431 342">How significant was feminism in changing opportunities for women in the years 1962-2010?</p> <div data-bbox="523 342 1431 584" style="border: 1px solid black; padding: 5px;"><p data-bbox="539 353 1114 387">You may use the following in your answer:</p><ul data-bbox="587 394 927 465" style="list-style-type: none"><li data-bbox="587 394 927 427">• feminist campaigning</li><li data-bbox="587 434 778 465">• education.</li></ul><p data-bbox="539 472 1126 506">You must also use information of your own.</p></div> <p data-bbox="523 591 1398 680"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="523 687 1369 777"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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

### **Indicative content**

Relevant points that suggest that feminism was significant may include the following:

- Feminism played a significant role in publicising inequality and encouraging women to fight for their rights. For example, the foundation of Virago ensured that 'feminist' literature was readily available
- Feminist thinkers motivated politicians, e.g. in 1970, the first British conference of the Women's Liberation movement resolved to press for employment legislation. In same year Barbara Castle introduced the Equal Pay Bill
- Third-wave feminists played a major role in changing attitudes to gender and opening doors for women. They rejected gender stereotypes and celebrated women as assertive, powerful and in control of their own sexuality.

Relevant points that suggest that the impact of feminism was limited may include the following:

- Government action played a part in changing opportunities for women. For example, the 1965 Sex Discrimination Act made sex discrimination unlawful and set up a Commission to work towards equality of opportunity
- The introduction of comprehensive education and the expansion in the provision of university education made a major contribution towards allowing women to move closer towards equal opportunities
- Medical advances played a part in changing opportunities. The advent of the contraceptive pill in 1971 had a major impact on women's ability to continue in education and employment
- Some organisations, such as the Church of England, took steps to provide greater opportunities for women. The General Synod decided there was 'no fundamental objection to the ordination of women' and women were first ordained in 1994
- The 2010 Equality Act set out that people should not be discriminated against in employment because of gender and that there should be equal pay for men and women doing the same work.