



Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE
In History (4WHI2/01)
Paper 2: Investigation and Breadth Studies

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General marking guidance

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

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple, valid comment is offered about feature(s) with limited or no supporting information
2	3–4	Features of the period are identified and information about them is added. Maximum 3 marks for an answer dealing with only one feature.
3	5–6	Features of the period are explained showing good knowledge and understanding of the period studied.

Section A: Question (b)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Answers make simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3–5	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. Both agreement and disagreement must be identified for 5 marks.
3	6–8	Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.

Section A: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	• Answers offers simple, valid comment to agree with or counter the interpretation. • Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. • Generalised contextual knowledge is included and linked to the evaluation. • The overall judgement is missing or asserted.
2	5-8	• Answers offers valid comment to agree with or counter the interpretation. • Some analysis is shown in selecting and including details from the provided materials to support this comment. • Some relevant contextual knowledge is included and linked to the evaluation. • An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. • Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation. • Relevant contextual knowledge is used directly to support the evaluation. • An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	• Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement. • Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation. • Relevant contextual knowledge is precisely selected and used directly to support the evaluation. • An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

Section B Question (a)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about similarity(ies)/difference(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	- Similarities/differences are explained. [AO2] - Specific information about the topic is added to support the explanation [AO1] Maximum 3 marks for an answer dealing with only one similarity/difference.
3	5–6	- Similarities/differences are explained, making explicit comparisons [AO2] - Specific information about both periods is added to support the comparison [AO1]

Section B: Question (b)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about cause(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	- Features of the period are analysed to explain causes. [AO2] - Specific information about the topic is added to support the explanation. [AO1]
3	6–8	- Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2] - Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] Maximum 6 marks for Level 2 answers that do not address three aspects.
3	9–12	• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] Maximum 10 marks for Level 3 answers that do not address three aspects.
4	13–16	• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not address three aspects.

SECTION A: Historical Investigation

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

Question	
A1 (a)	Describe TWO features of EITHER the Battle of Jutland OR the Battle of Passchendaele. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Battle of Passchendaele: • The Battle of Passchendaele was an attack by Allied forces on German positions on the Western Front near the town of Ypres. It lasted from July to November 1917 • The Allied attack began with an artillery bombardment that lasted two weeks. Heavy rain turned the battlefield into deep mud that hindered the progress of the Allied forces. For example, for Battle of Jutland: • The Battle of Jutland was a clash between the Royal Navy and the German High Seas Fleet. It took place in the North Sea, off the coast of Denmark, between 31 May and 1 June 1916 • During the battle, several major British ships were destroyed, e.g. the battlecruiser HMS Queen Mary. The Germans lost 11 ships and withdrew to port to avoid further casualties.	

Question	
A1 (b)	How far does Source A support the evidence of Source B about the Anglo-German naval race before 1914? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

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 Germany had been increasing its naval strength – Source A refers to Germany building 'more ships' while Source B states that Germany 'sought to build more ships' under its Naval Laws
- The sources agree that Britain reacted negatively to Germany's naval programme – Source A indicates that a leading politician saw this a serious challenge to Britain's position and Source B states that Britain 'thought it was being threatened'.

Points of difference may include:

- Source A suggests that Germany's naval programme was a threat to British power and interests, whereas Source B states that it was not a threat and was never intended to be a threat
- Source A states that Britain saw its navy as 'defensive not aggressive', whereas Source B states that it sought 'to destroy' Germany's navy, even though it wasn't a serious threat.

Points regarding extent may include:

- There are some differences of emphasis between the sources regarding Britain's reaction to the German naval building programme and the actual threat it posed to British security
- The sources strongly agree that Germany was increasing the size of its navy and that Britain saw this a major threat.

Question	
A1 (c)	Extract C suggests that Great Britain was mainly to blame for the rising European tensions before 1914. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: - Source A indicates that Britain contributed significantly to the escalation of the arms race in Europe before 1914 ('will increase the number we build...superiority will become larger.') - Source B suggests that Britain over-reacted to the German naval programme ('simply to protect its colonies...nowhere near the British total.') - Extract C indicates that Britain 'was over-sensitive to threats' before 1914 and viewed German actions with 'unnecessary suspicion.' - Britain contributed to rising tensions by a massive escalation in its military budget in the decade before hostilities finally broke out. Britain stoked rivalry with Germany by concluding 'ententes' with France in 1904 and Russia in 1907. Relevant points which counter the view may include: - Source A suggests that Britain acted proportionately to the German threat to its naval supremacy given its importance to national security - Extract C suggests that Germany behaved 'recklessly' in pursuing its ambitions, and that this was significant in raising tensions in Europe before 1914 - Extract C suggests that fears of German aggression were felt not just in Britain but 'throughout Europe' and indicates that Britain joined the war in 1914 simply 'to protect Belgian neutrality' from this threat - Britain consistently counselled peace during the periods of tension that led to war in 1914, e.g. the July Crisis. The actions of others (notably Serbia, Austria-Hungary and Russia) were more to blame for the developing crisis than Britain.	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER Stolypin's policy of repression OR the role of Lenin in the Bolshevik takeover of power. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for Stolypin's policy of repression: • Stolypin's policy of repression began in 1906. Stolypin used the secret police and army to crush revolutionary groups that threatened Tsarist rule in Russia • Stolypin employed special military tribunals to try and to convict suspects and there were hundreds of executions. The hangman's noose became known as 'Stolypin's necktie'. For example, for the role of Lenin in the Bolshevik takeover of power: • The role of Lenin in the Bolshevik takeover of power was one of political leadership and direction. Lenin pressed for a second revolution in Russia immediately after he returned to Russia from exile in April 1917 • Lenin insisted that the Bolsheviks attempt to overthrow the provisional government in October 1917. Lenin drafted the important decrees that dissolved the Constituent Assembly and concentrated power in Bolshevik hands.	

Question	
A2 (b)	How far does Source A support the evidence of Source B about the situation in Petrograd in February 1917? Explain your answer. Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

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 Petrograd was in a state of unrest in February 1917 – Source A refers to 'the trouble' while Source B states that the city is 'in a state of lawlessness'
- The sources agree that food shortages were a factor in the unrest – Source A refers to the people wanting 'bread' while Source B states that 'food supplies' are disorganised.

Points of difference may include:

- Source A suggests that the situation in Petrograd was less serious, the trouble being caused largely by provocateurs, whereas Source B suggests that the situation was highly dangerous and close to impossible
- Source A suggests that the Tsar was still popular, whereas Source B suggests that he had lost the confidence of the people and that his government must be replaced without 'delay'.

Points regarding extent may include:

- The sources agree that there is unrest in Petrograd in February 1917 and that food shortages are, in part, to blame for the discontent
- The sources strongly differ about the extent of the unrest and about its implications for the Tsar.

Question	
A2 (c)	Extract C suggests that Nicholas II was overthrown because he underestimated the seriousness of events in Petrograd in February 1917. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that Nicholas underestimated the seriousness of events because he was informed by his wife that the unrest in Petrograd was minor ('small group') and that he still had the support of the people ('still worship you')
- Source B suggests that leading politicians were frustrated at Nicholas' inability to grasp the seriousness of the situation in Petrograd and had to implore him to take proper action ('It is urgent...Further hesitation will be fatal.')
- Extract C indicates that Nicholas was oblivious to the dangers facing his regime and that he failed to show 'real leadership' during the crisis
- While at the Front, Nicholas was repeatedly warned about the dangers of the situation at home by politicians, generals and his own uncle. He delayed his return to Petrograd until the situation was out of hand and abdication became his only option.

Relevant points which counter the view may include:

- Source B implies that the scale of disorder in Petrograd was already so great ('lawlessness...the government is paralysed'), caused by massive shortages of food and other essentials, that Nicholas could not survive
- Source B and Extract C indicate that a breakdown in discipline in the armed forces was a factor in the Tsar's overthrow ('troops firing at each other', 'soldiers refusing to obey their officers')
- Extracts C suggests that Nicholas' overthrow was caused by longer-term factors such as failures in 'agriculture and transport'
- The fall of Tsardom in Russia had its roots in historical political, industrial and agricultural backwardness. The impact of a prolonged war made it more likely that there would be a major challenge to the Tsarist system.

A3: The USA, 1918-41

Question	
A3 (a)	Describe TWO features of EITHER the decline of older industries in the early 1920s OR attitudes to black Americans in the 1920s. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the decline of older industries in the early 1920s: • The decline of older industries in the early 1920s included a downturn in coal production. New hydro-electric schemes affected the demand for coal • The rail industry declined in the early 1920s, as did shipbuilding. Textile production went into decline in comparison with the demand for new, synthetic fibres like nylon. For example, for attitudes to black Americans in the 1920s: • Attitudes towards black Americans in the 1920s were highly discriminatory. In the South, where 75% of black Americans lived, Jim Crow laws confined them to inferior positions, socially, economically and politically • During the 1920s, many black Americans who had migrated to northern cities were restricted to ghettos, e.g. Harlem in New York. Discrimination confined them mostly to poorly-paid jobs, and millions survived on government support.	

Question	
A3 (b)	How far does Source A support the evidence of Source B about the problems facing the USA in 1932? Explain your answer. Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

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 USA was facing major problems in 1932 – Source A refers to the need to prevent starvation while Source B refers to 'people suffering such hardship'
- The sources agree that unemployment was a serious issue in the USA in 1932 – Source A refers to the need to 'create jobs' and to 'provide temporary work' while Source B refers to '10 million unemployed'
- The sources agree that the state of the economy was so serious that it was an issue for debate during the 1932 presidential election campaign.

Points of difference may include:

- The sources differ on the need for government action in dealing with the problems - Source A states that government 'has a duty' to provide help while Source B suggests that government intervention would be damaging.

Points regarding extent may include:

- There is some difference in emphasis regarding the solutions to the problems facing the USA, particularly the need for state intervention
- The sources agree strongly that the USA is facing a crisis and that many American people are suffering through poverty and unemployment.

Question	
A3 (c)	Extract C suggests that Roosevelt won the support of the American people in 1932 because he offered them hope. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. 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.

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that Roosevelt gave hope to the people by his determination to provide immediate help for those suffering through the Great Depression
- Source B suggests Roosevelt gave hope to the American people through his ambition 'to provide jobs for the unemployed' even if it cost many millions of government dollars
- Extract C suggests that Roosevelt ran a positive and energetic election campaign ('travelled around...ordinary people') and was able to convey his message of hope ('confident public speaker')
- Roosevelt spoke of 'a new deal for the American people' and of their 'right to earn a comfortable living'. He projected a calm and confident image through radio broadcasts and his campaign song was even 'Happy Days Are Here Again.'

Relevant points which counter the view may include:

- Source B suggests that some Americans believed that Roosevelt's policies were unachievable and potentially damaging rather than providing hope ('destroy our economy', 'cost...\$9 billion...existing jobs.')
- Source C suggests that Hoover lost support because voters had little confidence in his remedies to tackle the Depression ('disliked...emphasis on self-reliance', 'did not believe his promise')
- Extract C indicates that Hoover lost support because of his failure to tackle the effects of the Depression while in office ('seemed heartless...ineffective policies', 'massive poverty with millions living on the streets.')
- Hoover contributed massively to his own defeat in 1932 because of his faith in limited government and 'laissez-faire' economic policies. As a result, he was forever associated in the minds of many people with soup kitchens and Hoovervilles.

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER the formation of South Vietnam OR the role of Robert McNamara in the Vietnam Conflict. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the formation of South Vietnam: • The formation of South Vietnam was one of the terms of the Geneva Accords in 1954. South Vietnam was supposed to exist as a temporary state for two years until all of Vietnam was re-united • Under Prime Minister Ngo Dinh Diem, South Vietnam became a permanent, independent state during the mid-1950s. It was supported by the USA and its western allies as a counterweight to communist North Vietnam. For example, for the role of Robert McNamara: • The role of Robert McNamara was as Secretary of Defence from 1961-68. McNamara was a senior adviser on the conduct of the Vietnam War to both Presidents Kennedy and Johnson • Until 1967, McNamara advocated the increasing involvement of US forces in the Vietnam War. In 1968, McNamara resigned believing that the war could no longer be won.	

Question	
A4 (b)	How far does Source A support the evidence of Source B about the anti-war movement in the USA during the 1960s? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.
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 marches and demonstrations were a key part of the anti-war protest movement – Source A refers to a march as part of a 'national demonstration' in 1965 and Source B to demonstrations in New York City in 1965 and 1966 • The sources agree the anti-war movement was capable of attracting tens of thousands of supporters – Source A refers to '25 000' while Source B mentions 'over 50 000' • The sources agree about criticism levelled at the anti-war movement – Source A states that they were seen as 'extremists' and Source B states that the movement was becoming more 'extreme'. Points of difference may include: • The sources differ over the response of Americans to the anti-war movement – Source A states that it was 'unpopular', among 'most', whereas Source B refers only to 'small groups of pro-war protesters.' Points regarding extent may include: • There is some difference between the sources concerning the scale of opposition to the anti-war movement • The sources agree strongly that the anti-war movement could count on many supporters for demonstrations during the 1960s but that it was viewed negatively by some Americans.	

Question	
A4 (c)	Extract C suggests that the anti-war movement contributed greatly to ending US involvement in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that the anti-war movement was growing in support in the mid-1960s, and even before Vietnam 'was an issue for many Americans'
- Source B indicates that the anti-war movement could count on the support of tens of thousands, including 'veterans' of the war itself, in its demands for immediate withdrawal
- Extract C states that the anti-war movement had a major influence on Johnson's decision to stand down in 1968 and on Nixon's policy of withdrawing from the conflict
- The anti-war movement grew throughout the late 1960s, fuelled by opposition to the draft and to developments in the war, e.g. Tet. It had a major effect on recruitment, the morale of serving soldiers and on politicians, in the Democrat Party especially.

Relevant points which counter the view may include:

- Source A states that 'most' Americans believed that the supporters of the anti-war movement were 'extremists who were anti-America'
- Source B suggests that the USA was deeply divided on the issue of the war and that anti-war marches were met with the 'angry insults' of pro-war protesters
- Extract C states that there were many Americans ('the silent majority') who supported the US's war aims in Vietnam in the late 1960s ('wanted to defeat communism')
- Even after the Tet Offensive, over 35% of Americans polled fully supported the war. The withdrawal of troops initiated by Nixon was driven more by the realisation that the war could not be won than by the pressure of the anti-war movement at home.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER the provision of welfare in the GDR OR the role of Egon Krenz in the opening of the Berlin Wall. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the provision of welfare in the GDR: • The provision of welfare in the GDR was an important part of ensuring popular support for the SED government. Pensions and welfare benefits in the GDR were among some of the most generous in Europe during the 1960s and 1970s • In 1971, Honecker introduced the Social Contract guaranteeing minimum standards of welfare provision. Government spending on welfare, such as guaranteeing the minimum wage, was very high in the 1970s. For example, for role of Egon Krenz in the opening of the Berlin Wall: • The role of Egon Krenz in the opening of the Berlin Wall was as General Secretary of the SED from October 1989. Krenz was unable to stand up to popular pressure on his government and undermined the confidence of the security services • In November 1989, Krenz mishandled the announcement of a new policy relating to travel between the GDR and FRG. Thousands requested immediate passage through the Wall; border guards opened the checkpoints.	

Question	
A5 (b)	How far does Source A support the evidence of Source B about state control in the GDR? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

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 state had considerable influence over citizens of the GDR – Source A shows ways in which the state could 'blacklist' a dissident and Source B indicates that it could even refuse people permission to marry
- The sources agree that the Stasi played a key role in state control – Source A indicates that it put 'pressure' on people to isolate their friends and Source B provides evidence of its surveillance methods.

Points of difference may include:

- The sources differ over the possibilities of emigration from the GDR – Source A suggests that there were legal ways of leaving by applying for permission, whereas Source B suggests that leaving was 'illegal' and you could be 'caught trying'
- Source B indicates that the Stasi could be incompetent and that its information was sometimes mistaken, whereas Source A suggests that it was highly effective.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the government's ability to enforce state control over emigration and of the Stasi's ability to enforce state control
- The sources agree strongly that the state had significant control over its population and that the Stasi was a key means of the state enforcing its will.

Question	
A5 (c)	Extract C suggests that state control of the population was not fully effective in the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

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 which support the view may include:

- Source A indicates that some prominent GDR citizens did speak out against aspects of SED rule ('I supported freedom of speech') indicating that state control was not fully effective
- Source B suggests that surveillance by the Stasi was not effective enough to maintain total control of the GDR's population ('I had left the GDR six months earlier.')
- Extract C indicates that many East Germans did not accept state control and sought to dissent, either by tuning in to foreign news programmes or by leaving the GDR altogether
- Though most conformed to state control outwardly, there was a significant degree of private dissent. State control weakened in the 1980s as the economy stagnated and closer relations with the FRG allowed more to sample living standards in the West.

Relevant points which counter the view may include the following:

- Source A suggests that state control was all pervasive, being able to destroy the career of a leading musician for speaking out ('banned from GDR television...cancelled without explanation.')
- Source B indicates that the means of control open to the state were extensive, even that people informed secretly on 'trusted' friends and/or family
- Extract C states that East Germans were subjected to the state's control through 'propaganda' ('controlled the mass media')
- The Stasi was well-resourced and arrested over 250 000 political prisoners during the years of the GDR. The GDR's generous welfare programme was an important means of state control and lessened its reliance on oppression.

SECTION B: Breadth Studies in Change

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

Question	Mark scheme
B1 (a)	Explain TWO ways in which the position of Native Americans before the California Gold Rush (1849) was different from their position in 1877. 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 (difference).
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 the following: • A difference was that, from 1849, many Native Americans moved off their land and became labourers for the prospectors. It is believed that there were twice as many Native American miners as white miners • A difference was that, by 1877, war had broken out on a number of occasions between Native Americans and government forces. They became seen as potential enemies and policies were put in place to assimilate them in white culture.	

Question	Mark scheme
B1 (b)	Explain TWO causes of the Union's victory in the Civil War (1861-65). 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 (causation).
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 the following: • A cause was its superior resources, in terms of manpower, transportation and industrial production • A cause was the quality of its leadership. Lincoln was a talented politician and Grant a skilled military strategist • A cause was the weakness of the South. It had an agrarian-based economy which was badly hit by the war, lacked a strong central government and suffered from internal divisions.	

Question	
B1 (c) (i)	How significant was Shays' Rebellion in bringing about a change in the power of the Federal Government in the years 1783-1820? You may use the following in your answer: • Shays' Rebellion (1786) • the Missouri Compromise (1820). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that Shays' rebellion was significant may include

- The rebellion was significant in extending Federal power as Federalists cited the rebellion as an example of the confederation government's inability to act effectively in maintaining law and order
- The rebellion emphasised serious weaknesses in the Articles of Confederation that prevented the national government from effectively managing the country's finances
- Federalists used the rebellion to heighten paranoia about weak government, drawing some anti-Federalists to the 'strong government' side and leading to the replacement of the Articles of Confederation with the US Constitution
- Fears arising from the rebellion informed the debate over the nature of the new constitution and helped the Federalists push their case for a strong federal government and diminished states' rights.

Relevant points that the significance of Shays' rebellion was limited may include:

- The establishment of the Constitutional Convention in 1787 was important as it increased the powers of the central government and led to accusations from the states that they might be dominated by central government
- There was an increase in powers as a result of the introduction of the first National Bank in 1791, which further extended the powers of the federal government
- Federal power was extended because of the work of Adams, who introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals
- The Missouri Compromise was important as it established the principle that Congress could make laws regarding slavery.

Question	
B1 (c) (ii)	How far were the problems faced by black Americans overcome in the years 1850-77? You may use the following in your answer: • the Dred Scott case (1857) • the Civil Rights Acts (1866 and 1875) You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that suggest the problems were overcome may include:

- The extent of slavery was limited by the Compromise of 1850, which also amended the Fugitive Slave Act and was a step towards overcoming the problem of slavery by abolishing the slave trade in Washington, D.C.
- The 1866 Civil Rights Act gave Black Americans equality in law and full citizenship of the USA. This was boosted by the 1875 Act which outlawed racial discrimination in juries, schools, transportation, and public, overcoming the lack of civil rights
- The Amendments during and after the Civil War brought greater equality. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights. The 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau improved living standards by providing food, housing and medical aid, establishing schools and offering legal assistance to ex-slaves. It also attempted to settle former slaves on land confiscated during the Civil War.

Relevant points that suggest the problems were not overcome may include:

- The 1850 Fugitive Slave Act imposed criminal penalties on anyone interfering with a slave owner's rights to his slaves and restricted the legal rights of fugitive slaves to a fair trial. This Act had not been overturned by 1877
- The Dred Scott case was a significant step back as the court decided that no black Americans, free or slave, could claim U.S. citizenship
- The Freedmen's Bureau was not as effective as it should have been because many of the Southern states used the Black Codes to undermine its work and the Freedmen's Bureau lost funding because of opposition from Southern Democrats
- The 1875 Civil Rights Act was passed only after all references to equal and integrated education were stripped from it and it was later declared unconstitutional by the Supreme Court.

B2: Changes in medicine, c1848–c1945

Question	Mark scheme
B2 (a)	Explain TWO ways in which the use of anaesthetics in 1848 was different from the use of anaesthetics in 1905. Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
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 the following: • A difference was that, in 1848, anaesthetics were new. Ether was first used in 1846 but, by 1905, it had largely been replaced by chloroform • A difference was in 1848 anaesthetics were not widely accepted because of the side effects. However, the invention of the chloroform spray and the work of Simpson helped bring about improvements which led to wide usage by 1905.	

Question	Mark scheme
B2 (b)	Explain TWO causes of the passing of the Public Health Act (1875). 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 (causation).
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 the following: • A cause was the changing views about government intervention in the country. The idea of laissez-faire was being challenged and it was accepted that the government needed to be more involved in public health • A cause was the work of scientists such as Snow, who proved that disease could be spread through polluted water. It was important, therefore, to introduce measures to ensure clean water was available • A cause was the restricted nature of the 1848 Public Health Act. The Act had allowed local authorities to improve hygiene but did not force them to.	

Question	
B2 (c) (i)	How far was it Florence Nightingale who made the most significant contribution by a woman to the development of medicine in the years 1860-1920? You may use the following in your answer: • Florence Nightingale • Marie Curie. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest Florence Nightingale's contribution was the most significant may include:

- Florence Nightingale's high profile made it acceptable for women to train as nurses
- There was a greater focus on cleanliness in hospitals, and nurses were better trained, due in part to the work and reputation of Florence Nightingale
- As a result of Nightingale's recommendations, new hospitals were built out of materials which could be easily cleaned, with better ventilation and separate isolation wards for patients with infectious diseases
- Florence Nightingale's books highlighted the importance of women in medicine as well as the need for improvements in hospitals. 'Notes on Nursing' was translated into 11 languages, showing her influence beyond the UK

Relevant points that Florence Nightingale's contribution was not the most significant may include:

- Elizabeth Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors. Her role as Dean of the London School of Medicine for Women improved the opportunities for women
- In 1915, Flora Murray and Louisa Garrett Anderson were invited by the War Office to run a large hospital in London treating soldiers wounded in the war. Their example helped reduce prejudice against women in senior positions in medicine
- Marie Curie's research into using radioactivity to kill or shrink tumours was the basis of radiotherapy
- Marie Curie developed mobile x-ray machines for use on the Western Front in the First World War and saved many lives.

Question	
B2 (c) (ii)	How far was the founding of the National Health Service (NHS) the most significant development in improving treatment in the years 1920-48? You may use the following in your answer: • plastic surgery • the NHS. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest the National Health Service was the most significant development may include:

- The NHS meant that everyone could access a wide range of health services that were free at the point of delivery. This was not the case before 1948
- The NHS provided services for a wide range of people, such as most women and all children, who had not been covered by the 1911 National Insurance system
- For the first time, a wide range of medical services which began at pregnancy and continued throughout a person's life were combined in one organisation.

Relevant points that suggest the National Health Service was not the most significant development may include:

- The discovery and development of penicillin had an enormous impact on the health of the nation, saving millions of lives
- As a result of the discovery of Prontosil, new drugs were developed that could treat pneumonia, scarlet fever and meningitis
- Surgery developed significantly, with McIndoe developing techniques for plastic surgery and the treatment of burns
- Developments in the storing and delivering of blood and the use of blood plasma saved many lives.

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	Explain TWO ways in Japanese society in 1931 was different from Japanese society in 1945. Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
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 the following: • A difference was that, in 1931, Japan had a more liberal society than in 1945. During the 1930s, conservative ideologies and 'traditionalism' were more prominent in Japan • A difference was that there was not as great a consumerist society in 1931. The growth of radios helped fuel an interest in film, jazz, consumerism and baseball during the 1930s.	

Question	Mark scheme
B3 (b)	Explain TWO causes of an emerging labour movement in Japan in the 1920s. 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 (causation).
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 the following: • A cause was the continuing development of trade unions. In 1919, the Greater Japan Federation of Labour was formed and it adopted a militant strategy in the 1920s • A cause was the greater involvement of women in political life. This, coupled with the increasing number of women in employment, led to women joining unions in unprecedented numbers in the 1920s • A cause was the economic slump in the early 1920s, which led to a reduction in employment and a consequent more radical mindset amongst the workers.	

Question	
B3 (c) (i)	How far was the Perry Mission the reason why Japan became a modern country in the years 1853-1919? You may use the following in your answer: • the Perry Mission (1853) • the Meiji Constitution. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that suggest the Mission was the main reason may include:

- The Mission led to more contact with the West as Japan had to abandon its 'closed door' policy. It was forced to open a number of its ports to America and, later, other Western nations. This opened the door to new ideas
- As a result of Perry's enforced opening up of Japan to Western trade, the Japanese developed more respect for the military and economic strength of the West
- The Mission led to Japan accepting the technological superiority of the West and the use of its technological developments to modernise Japan's military and its industry.

Relevant points that suggest the Mission was not the main reason may include:

- The setting up of the Council of State in 1869, with executive and legislative branches, meant a more modern, efficient government and reduced corruption
- The end of the Tokugawa Shogunate meant a change from a military regime to an outwardly modern, civilian regime. The introduction of the Meiji Constitution meant that the head of government was prime minister, assisted by a Cabinet
- In the Meiji period, the government improved education and communications. It also built factories and shipyards that were sold to entrepreneurs at a fraction of their value. This helped modernise industry
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet, thus providing more 'modern government'.

Question	
B3 (c) (ii)	How far was Konoe's period as Prime Minister a key turning point in the way Japan was governed in the years 1925-45? You may use the following in your answer: • the Public Security Preservation Law (1925) • Konoe. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that suggest that Konoe's period as Prime Minister was a turning point may include:

- Konoe's time in power resulted in a more authoritarian rule. Political parties were forced to dissolve and Konoe's government set up the Imperial Rule Assistance Association, which provided candidates for elections
- During Konoe's period in power there was a tightening of government control over industry. The passing of the National General Mobilisation Law gave the government the powers to 'control material and human resources' in industry
- Konoe's period in power resulted in tighter control over the workers. It ordered all unions to dissolve and replaced them with workers' councils under the control of the Federation for Patriotic Industrial Service
- Konoe's time as Prime Minister saw government policy focused on the success in war and a focus of the country's resources on preparing for and fighting war.

Relevant points that suggest that Konoe's period as Prime Minister was not a turning point may include:

- The type of policies followed by Konoe were already ingrained in the hierarchical nature of society. His government was following policies linked to respect for Japanese traditional beliefs and uncritical serving of the emperor
- Konoe's time as Prime Minister did not lead to a change in the status of women. Women did not gain the vote until after the Second World War
- Control of radical ideology was already in place before Konoe's governments. The Public Security Preservation Law in 1925 had banned the expression of any ideas deemed anti-capitalist or dangerous to the 'national essence'
- Entry into the Second World War marked a turning point in the way Japan was governed, as government took tighter control of the economy, e.g. the Food Control Law (1942) gave government management of agricultural distribution.

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

Question	Mark scheme
B4 (a)	Explain TWO ways in which Mao's attitude to opposition to his own rule was similar to Deng's attitude to opposition to his own rule. Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one similarity. Indicative content Relevant points may include the following: • A similarity was that Mao introduced the Hundred Flowers Campaign, seemingly encouraging free speech, and Deng initially appeared to be a supporter of the Democracy Wall where people could pin letters expressing their views • A similarity was that they both clamped down on opposition. Mao used the Red Guard to attack critics in the Cultural Revolution and Deng tightened censorship, arrested student leaders and crushed opposition at Tiananmen Square.	

Question	Mark scheme
B4 (b)	Explain TWO causes of Deng's reforms in education. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
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 the following: • A cause was Deng's desire to modernise China. A modernised China needed a better educated workforce • A cause was to acquire knowledge and expertise from the West. Deng allowed Chinese students to travel to the West for university education • A cause was the desire to repair the damage done to Chinese education during the Cultural Revolution. For example, research institutions that had been closed earlier were reopened.	

Question	
B4 (c) (i)	How far did life for people working in agriculture change in the years 1949-76? You may use the following in your answer: • landlords • the Great Leap Forward. You must also use information of your own. 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.

Marking instructions

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Indicative content

Relevant points that suggest that there was change may include:

- Many peasants now became landowners as the Agrarian Reform Law of 1950 resulted in land being confiscated from the landlords
- The status of many peasants rose following the destruction of the old elite in the countryside. Mao wanted to ensure that he did not lose peasant support for his reforms and ordered that they should be treated with moderation and respect
- The introduction of collectivisation meant that, by 1952, 40% of peasants were in Mutual Aid Teams. The Great Leap Forward intensified collectivisation so that, by 1958, 700 million people worked on collective farms
- The Great Famine, from 1958-62, seriously disrupted country life. 50 million people died and practices such as wife-selling or child-selling became common. There were even examples of cannibalism
- Following the Cultural Revolution, millions of young people were sent to the countryside. The peasants' life was disrupted as they had to provide food and accommodation and supervise work for these reluctant newcomers.

Relevant points that suggest that change was limited may include:

- Whilst, officially, the landlord class had been destroyed, in some areas richer peasants bought up large sections of land and employed peasants to work on them. So, life was little changed for the poorer peasants
- For most peasants their life continued as before. Although collectivisation meant more mechanisation, they worked very long hours to provide for their families and their standard of living was low
- Culturally, there was little change for people working in agriculture. Reforms in birth control and marriage did not reach many parts of the countryside. Children continued to be seen as family workers and education was neglected.

Question	
B4 (c) (ii)	How far did Chinese industry change in the years 1949-76? You may use the following in your answer: • heavy industry • the Great Leap Forward You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which suggest that there was change may include:

- The first Five-year Plan saw major changes in heavy industry. The main areas of concentration were coal, steel and petro-chemicals. Hundreds of new production plants were built in central China and Manchuria
- There were significant increases in production. The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce.
- The Great Leap Forward transformed China's infrastructure with the building of giant bridges, canals and dams and initially there were huge rises in the production of coal, wood, fertiliser and cement
- Industrial production for 1968 was more than 10 percent below that of 1966. The Cultural Revolution created chaos and led to a significant decline in the quantity and quality of goods produced
- The number of women involved in the industrial workforce increased dramatically, almost quadrupling between 1949 and the mid-60s.

Relevant points which suggest that change was limited may include:

- Throughout the period, industry was under tight control by Mao's government, either through taking industry leaders into partnership with the state or by banning private industry as happened under the Great Leap Forward
- There was continuity between the First and Second Five-year Plans (Great Leap Forward), with each focusing on expanding heavy industry
- There was continuity in that throughout the period the emphasis was on mobilising the Chinese workforce to demonstrate the success of communism by modernising China's industry.

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

Question	Mark scheme
B5 (a)	Explain TWO ways in which the reaction of the UN to North Korea's invasion of South Korea (1950) was similar to the UN's reaction to Iraq's invasion of Kuwait at the start of the first Gulf War. 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 (similarity).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one similarity. Indicative content Relevant points may include the following: • A similarity was that the UN passed resolutions calling on the invading armies to withdraw • A similarity was that the UN relied on member states to provide an armed force, led by the United States, to intervene to bring about peace.	

Question	Mark scheme
B5 (b)	Explain TWO causes of the UN's difficulties in stopping the fighting in Bosnia in the years 1992-95. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
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 the following: • A cause was the fact that the Serbs often ignored the UN peacekeeping force, which it saw as weak and ineffective • A cause was the reluctance of the UN to use military force in case it caused an escalation of violence and led to the Serbians attacking peacekeepers • A cause was the strength of the Serbian forces and the Serbians' determination to attack Muslims. They took UN peacekeepers hostage in Srebrenica. The UN was powerless to act.	

Question	
B5 (c) (i)	How far did the work of the international organisations in dealing with the protection of human rights and refugees change in the years 1945-2011? You may use the following in your answer: • Palestine (1947-49) • Bosnia (1992-95). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that there was change may include:

- The scale of the work undertaken to protect victims of warfare increased significantly, e.g. UNHCR's budget in 1950 was USD 300, 000 but this rose to over USD 7 billion by 2011
- In 1991 for the first time, the UN sent soldiers into Croatia to support the humanitarian work of other UN agencies. This included helping thousands of fleeing refugees
- The UN changed its general approach in 1998 when, following genocide in Bosnia and Rwanda, Boutros-Ghali announced that the UN had the right to intervene if nations committed abuses in their own countries
- In 2005, Boutros-Ghali confirmed a more hands-on approach by issuing his Agenda for Peace, saying all nations should protect human rights and repatriate refugees. If a country failed to do so, the international community should step in
- In 2005, the UN adopted an even more aggressive approach when it agreed that NATO should use air strikes against Serbian positions in Bosnia to protect the safe areas it had set up for fleeing citizens.

Relevant points that suggest change was limited may include:

- In 1948, the UN issued a Declaration of Human Rights and set up the UN High Commission for Human Rights that, throughout the period, co-ordinated the safety and repatriation of refugees, e.g. protection for Namibian refugees in 1989
- The UN High Commission for Refugees was established in 1950 and, throughout the period, set up country-specific organisations, such as UNRWA in Palestine, after one million refugees fled from Israel in 1949 and also set up UNIFIL in Lebanon
- The use of diplomacy and Resolutions continued throughout the period with Resolution 242 in 1967 saying there should be a just settlement of the refugee problem in the Middle East and Resolution 688 after the First Gulf War.

Question	
B5 (c) (ii)	How far, in the years 1919-39, was the League's reaction to the Italian invasion of Abyssinia (1935) the key turning point in the League's ability to maintain world peace? You may use the following in your answer: • The Aaland Islands (1920) • the Italian invasion of Abyssinia (1935). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest the League's reaction was the key turning point may include:

- The Abyssinia crisis was the first attempt by the League to stop the aggression of a European major power and showed that nations put their own interests before those of world peace by agreeing very limited sanctions against Italy
- The Abyssinia crisis showed that the two major European powers in the League, Britain and France, were prepared to ignore the Covenant of the League and conclude their own arrangement with Italy
- The Abyssinia crisis emphasised the fact that the League was ineffective without the USA as Italy overcame oil sanctions by buying supplies from the USA.

Relevant points that suggest the League's reaction was not the key turning point may include:

- The Aaland Islands dispute was significant because, just one year after its foundation, the League settled a dispute between two members peacefully and showed that collective security could work
- The failure of the League to deal effectively with Japan in Manchuria damaged its reputation. Japan left the League and suffered no consequences, leading to other nations being unconcerned about the consequences of aggressive actions
- The failure of the League to take strong action against Hitler's rearmament and remilitarising the Rhineland (1936), emphasised its weakness
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

B6: The changing nature of warfare and international conflict, 1919-2001

Question	Mark scheme
B6 (a)	Explain TWO ways in which warfare in the Falklands War (1982) was different from warfare in the first Gulf War (1991). Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).
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 the following: • A difference was in the use of offensive air power. In the Falklands War, it largely could not be used against land targets for fear of damaging civilian targets. In the first Gulf War, it pummelled land targets, causing massive damage • A difference was in the use of the navy. In the Falklands War, the British navy had a limited role to play. In the Gulf War, the US and British navies had a major role.	

Question	Mark scheme
B6 (b)	Explain TWO causes of the increased impact of terrorism in the years 2000-2011. 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 (causation).
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 the following: • A cause was the scale of terrorist activities. The 9/11 attacks on the USA were on a scale never previously seen • A cause was technological advances. During the 21st century weaponry used in terrorist attacks became more sophisticated and IT innovations resulted in terrorist activity by attacking countries' computer systems • A cause was the evolution of 'new terrorism' where mass-casualty attacks against civilian populations became more common. As media and communications developed, a bigger impact was needed to gain widespread media coverage.	

Question	
B6 (c) (i)	How far do you agree that, in the years 1919-45, the most significant development in warfare was the use of blitzkrieg? You may use the following in your answer: • blitzkrieg • Hiroshima. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that suggest blitzkrieg was the most significant development may include:

- Blitzkrieg was important because it showed how tanks and dive-bombers could be co-ordinated to provide a highly effective method of attack
- As a result of blitzkrieg, land warfare changed from the static front lines to increased mobility and combined arms and communication
- Blitzkrieg shaped the nature of fighting in future wars, as it was used not only in the Second World War in Europe but was also used in later wars.

Relevant points that suggest blitzkrieg was not the most significant development may include:

- The development of aircraft was extremely important, as it allowed for aerial warfare to be combined with land warfare, using tactics of terror as in Abyssinia and Guernica
- The development of aircraft carriers in the Second World War led to naval warfare between ships that were not visible to their enemy and allowed aerial warfare to take place a long way from airfields
- The further development of guerrilla tactics in the Spanish Civil War showed how war could be successfully fought against superior forces and was to be a tactic employed in many future wars.
- The development of the atomic bomb and its use at Hiroshima and Nagasaki was the beginning of a new type of 'nuclear' warfare with weapons created that could cause devastation on a previously unimagined scale.

Question	
B6 (c) (ii)	How far did developments in weaponry and technology change warfare in the years 1945-75? You may use the following in your answer: • the nuclear arms race • Arab-Israeli conflicts. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points that it did change may include:

- The development of nuclear weapons meant that the nature of warfare changed to being more about creating deterrents and intimidating rivals, rather than actual fighting
- The development of advanced weapons encouraged the use of guerrilla warfare as it was impossible to take on a major power in open warfare
- Guerrilla warfare was affected by technological advances. For example, the USA used chemical warfare in Vietnam and different types of helicopters were used to provide support for ground forces, and deploying or retrieving soldiers
- Technological developments meant that conventional warfare saw changes. Surface-to-air missiles were used to shoot down enemy aircraft. North Vietnam claimed that SAMs were responsible for 60% of the US aircraft it shot down
- The launching of the first nuclear powered carrier, USS Enterprise, saw a significant increase in the range of aircraft carriers.

Relevant points that change was limited may include:

- Some types of low-tech warfare continued with little change, e.g. guerrilla warfare in this period continued to use surprise ambushes followed by retreat into hiding
- Combined arms tactics continued to be used as a successful strategy in warfare, such as in the Six Day War of 1967
- Although nuclear weapons were developed and became increasingly powerful, there was no nuclear warfare after 1945.

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

Question	Mark scheme
B7 (a)	Explain TWO ways in which British attitudes to Palestine before the bombing of the King David Hotel (1946) were different from British attitudes to Palestine after the bombing. 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 (difference).
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 the following: • A difference was that the bombing of the King David Hotel caused outrage. Before the bombing there was considerable sympathy for Palestinian Jews. After the bombing the British public became more hostile • A difference was that the public opinion in the UK began to turn against the Mandate. Some British people resented having to keep 100 000 British soldiers in Palestine, even though the Second World War had been finished for over a year.	

Question	Mark scheme
B7 (b)	Explain TWO causes of the clashes between Jews and Arabs in Palestine from 1917 to the end of the Second World War in 1945. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
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 the following: • A cause was the fundamental disagreement over ownership of Palestine. The Arabs considered it their home, but many Jews saw the area historically as their homeland • A cause was British policy. The Palestinian Arabs had expected independence after the First World War, but instead the British were allowing the Jews to settle in the area and buy land. So, resentment towards the Jews grew • A cause was the scale of Jewish immigration. By 1931, Jewish numbers in Palestine had doubled and, after 1933, Jewish immigration increased rapidly as a result of Hitler's anti-Semitic policies. The Arabs felt threatened.	

Question	
B7 (c) (i)	How significant was the role of the UN in attempts to improve the chances for peace in the Middle East in the years 1947-75? You may use the following in your answer: • the UN partition plan (1947) • Kissinger's Shuttle Diplomacy (1973-75). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that it was significant may include:

- The UN agreed on a partition plan in 1947 which set out the borders of the two new proposed states which was intended to stop the hostilities within Palestine. It drew up defined borders for the two new states
- Following the Suez Crisis, the UN sent peacekeepers to Sinai to help keep the peace. This helped prevent large-scale conflict for 10 years
- UN Resolution 242 attempted to solve the Arab-Israeli conflict with the 'Land for Peace' solution, which was agreed by both the USA and the USSR following the Six-Day War. This laid out a framework for negotiating peace.
- The UN gave Palestine observer status in recognition of the need to use diplomatic means to calm down tensions following the Yom Kippur War. This meant Palestinians had some representation in the international community.

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

- The UN Partition Plan was not accepted by Palestinians or Arab nations and, once the state of Israel was declared, the Arab nations invaded and the first Arab-Israeli war broke out
- UN Resolution 242 was rejected by Arab nations and Palestinians and did nothing to stop the tension after the Six-Day War
- The Yom Kippur war had impacts beyond the Middle East, which damaged economies in the USA and Europe. This led to the USA encouraging Israel to negotiate
- Kissinger's shuttle diplomacy encouraged Egypt and Israel to negotiate after the Yom Kippur War. There was some success in seeing the Suez Canal reopen.

Question	
B7 (c) (ii)	How far were the Camp David Agreements (1978) the key turning point in relations between Arabs and Jews in the years 1978-2000? You may use the following in your answer: • the Camp David Agreements (1978) • the Oslo Peace Accords (1993). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

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

- The Camp David Accords of 1978 saw peace between Egypt and Israel being agreed by both sides
- The Camp David Accords also saw deteriorating relations between Israel and Palestine as the needs of the Palestinians were not definitively addressed
- The Accords saw the Suez Canal and the Straits of Tiran being opened up to Israel again which improved relations between Egypt and Israel.

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

- The Camp David Accords did not bring a lasting change in relationships. There needed to be continual attempts to bring peace to the Middle East
- The war in Lebanon led to the creation of Hezbollah, which used guerrilla tactics to drive Israel out of Lebanon
- The First Intifada was a turning point as it led to a change of tactics. After the Intifada the PLO proposed a state solution, accepting the existence of Israel
- The Intifada led to a change of policy by Israel which had to consider an alternative to its military occupation of the West Bank and Gaza
- The Oslo Peace Accords were a turning point as there was a commitment made to set up a PNA, which would allow democratic elections in the West Bank and Gaza.

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

Question	Mark scheme
B8 (a)	Explain TWO ways in which the rights of women in 1962 were different from the rights of women in 1975. 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 (difference).
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 the following: • A difference was that, in 1962, employers could pay women less for doing the same job as men. The Equal Pay Act (1970) made that illegal. Women had a right to the same contractual pay and benefits as men • A difference was that discrimination against women because of their sex was lawful in 1962, but the 1975 Sex Discrimination Act made it unlawful to discriminate against either men or women 'on the grounds of' their sex.	

Question	Mark scheme
B8 (b)	Explain TWO causes of the introduction of Section 28 in 1988. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
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 the following: • A cause was the concerns of the government that before Section 28 it was permitted for teachers to discuss gay issues with their pupils without fear of censure. The government did not approve of this • A cause was that the government wanted to stop local authorities being able to provide funding to promote the teaching of issues around gay rights. Section 28 forbade this as it was considered to be 'promoting homosexuality' • A cause was the popularity of a 1983 children's story book called <i>Jenny Lives with Eric and Martin</i>, about different types of family relationships. The Prime Minister disapproved and said children should be taught 'traditional moral values'.	

Question	
B8 (c) (i)	How far do you agree that the impact of war was the most significant factor in bringing about greater equality in the years 1914-45? You may use the following in your answer: • women and war work • government legislation. You must also use information of your own. 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.

Marking instructions

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

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

Indicative content

Relevant points that suggest that the impact of war was the most significant factor may include:

- The role played by women in war work in 1914-18 changed the attitudes of some men and played a part in bringing about legislation which gave them the vote in 1918
- The contribution of Empire and Commonwealth troops in both wars raised awareness of the contribution they were making to Britain and helped pave the way for future legislation
- The high casualty rates, particularly in the First World War, brought disability into the lives of many British families and showed the need for improvements in opportunities paving the way for, e.g., the Disabled Persons (Employment) Act
- The First World War played a part in helping break down class barriers and undermining the idea of a 'ruling class'. The heroic deeds of many working class soldiers showed the need for an improvement in their opportunities.
- In the Second World War, many military personnel mixed much more freely with people of other social and ethnic backgrounds, which increased their understanding of different cultures and reduced prejudice based on ignorance.

Relevant points that suggest that the impact of war was not the most significant factor may include:

- The impact of war was limited. In 1945, many men still considered women to be inferior to men, racial discrimination was not uncommon, few saw the disabled as equal in society and the working class played little role in government
- Government legislation played the most significant role in bringing about greater equality. Changes in voting rights, the Sex Disqualification (Removal) Act (1919) and the Disabled Persons (Employment) Act all played a part
- Protest and pressure on the government from pressure groups such as trade unions and the British Deaf Association. Actions like the Jarrow March and opposition to the BUF marches helped bring about change.

Question	
B8 (c) (ii)	How far did the position of disabled people improve in the years 1944-86? You may use the following in your answer: • employment • the Chronically Sick and Disabled Persons Act (1970) You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points that suggest that there was an improvement may include:

- The Disabled Persons (Employment) Act (1944) was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established
- The Chronically Sick and Disabled Persons Act (1970) compelled local authorities to provide a range of services for 'those who were blind, deaf, people with learning disabilities or mental illness and disabled people'
- Opportunities for participation in sport increased significantly with the Stoke Mandeville Games, leading to the Paralympics.

Relevant points that suggest that improvement was limited may include:

- The Disabled Persons (Employment) Act 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act
- Authorities or employers sometimes failed to make effective reforms due to inadequate resourcing or poorly worded legislation. Terms such as 'reasonable' and 'practicable' mean there was a lack of compulsion to act
- A lower percentage of disabled people was in employment or higher education than in the population as a whole, despite earlier legislation
- Within some elements of society, prejudice against disabled people continued in everyday life.

