



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE  
In History (4WHI2)

Unit 2: Investigation and Breadth Studies

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Summer 2025

Question Paper Log Number P80288

Publication Code: 4WHI2\_01\_2506\_MS

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

## Section A: Question (b)

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

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

### Section A: Question (c)

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

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

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

### Section B Question (a)

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

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

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

### Section B: Question (b)

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

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

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

## Section B: Question (c)

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

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

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

## SECTION A: Historical Investigation

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

| Question      | Mark scheme                                                                                                                                                                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A1 (a)</b> | <p>Describe <b>TWO</b> features of <b>EITHER</b> the Second Moroccan Crisis (1911) <b>OR</b> the failure of the Schlieffen Plan.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> |

#### Marking instructions

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

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

#### Indicative content guidance

For example, for the Second Moroccan Crisis (1911):

- The Second Moroccan Crisis (1911) involved German claims for territorial expansion in Africa. The German government believed it was entitled to compensation when France strengthened its hold on Morocco
- The German government sent a gunboat, the *Panther*, to Agadir in Morocco to emphasise its claims. The British Chancellor, Lloyd George, made his Mansion House speech to support the French position in Morocco.

For example, for the failure of the Schlieffen Plan:

- The failure of the Schlieffen Plan became clear in August and September 1914. In a series of battles, e.g. the Battle of the Marne, French and British troops stopped the German advance in eastern France
- The failure of the Schlieffen Plan was confirmed by the building of the trench system along the Western Front. The Germans were unable to concentrate their full strength against the Russian Army on the Eastern Front.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A1 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>How far does Source A support the evidence of Source B about the reaction of the British Army to the Ludendorff Spring Offensive (1918)?</p> <p>Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include the following:</p> <ul style="list-style-type: none"> <li>• The sources agree that the British army retreated in the face of the German offensive – Source A refers to being 'allowed to retreat' and Source B to retreating 'day after day'</li> <li>• The sources agree that the British army fought hard to prevent the German army breaching its defences – Source A refers to the British preventing the Germans from 'breaking through' and Source B to units defending 'their lines'.</li> </ul> <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the British army was badly affected by the German offensive ('almost destroyed. We had become a muddle'), whereas Source B indicates that it managed to remain 'Strong and well-organised'</li> <li>• Source B suggests that the Spring Offensive was not halted so much by the actions of the British army as by the German decision to advance no further ('as far as they dared to go.') – this is not mentioned in Source A.</li> </ul> <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> <li>• There is some difference between the sources concerning the effects of the Spring Offensive on the British army and its success in halting the Germans</li> <li>• The sources strongly agree that the British army was forced to retreat by the Spring Offensive but that it fought resolutely to prevent a German breakthrough.</li> </ul> |                                                                                                                                                                                                                                                                                                  |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A1 (c)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Extract C suggests that the Ludendorff Spring Offensive was a total failure.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include the following:</p> <ul style="list-style-type: none"> <li>Source A indicates that the British army prevented the German army from breaking its lines of defence ('they did not break through.')</li> <li>Source B indicates that the offensive exposed the German army to the possibility of a 'dangerous counter-attack'</li> <li>Extract C indicates that the offensive failed in its objectives, caused enormous losses and merely exhausted the German army ('did not destroy the British army or split it from the French', 'one million casualties')</li> <li>Most of the German gains during the offensive were of little strategic benefit, creating salients from which they could be counter-attacked. Ludendorff wasted his army's strength, attacking well-prepared, entrenched British positions.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source A indicates that parts of the British army were forced to retreat constantly ('for ten days') and were reduced to a disorganised rabble</li> <li>Source B indicates that the German army made significant advances during the offensive ('day after day...very quickly') and reached close to Paris ('only 56 miles')</li> <li>Extract C states that the first phase of the offensive was greatly successful ('In only two weeks...advanced over 30 miles, taking 90 000 prisoners.')</li> <li>The Allies lost over 850 000 men during the offensive (killed, wounded or captured), also many artillery pieces and tanks. The offensive broke the four-year deadlock on the Western Front and led to panic in both Paris and London.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark scheme                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2 (a)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Describe <b>TWO</b> features of <b>EITHER</b> the political effects of the First World War on Russia <b>OR</b> the effects of the New Economic Policy.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the political effects of the First World War on Russia:</p> <ul style="list-style-type: none"><li>• The political effects of the First World War included criticism of the autocratic system of government. Nicholas II tried to take most of the key decisions himself without the active participation of the fourth duma</li><li>• Nicholas left his wife, Alexandra, as head of the government in 1915 when he departed St Petersburg to take over direction of the Russian Army. Alexandra was blamed for taking Rasputin's advice in the appointment of government ministers.</li></ul> <p>For example, the effects of the New Economic Policy:</p> <ul style="list-style-type: none"><li>• The effects of the New Economic Policy included a growth in agricultural output. Peasants grew more and sold their surpluses at market</li><li>• An effect of the New Economic Policy was opposition from some Bolsheviks. Some believed it to be encouraging capitalism, e.g. the conspicuous consumption of the Nepmen.</li></ul> |                                                                                                                                                                                                                                                                                                    |

| Question      | Mark scheme                                                                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A2 (b)</b> | <p>How far does Source A support the evidence of Source B about events during the Lena Goldfield strike?</p> <p>Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> |

### Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

### Indicative content

Points of agreement may include the following:

- The sources agree that, during the strike, there was a confrontation between the strikers and the soldiers – Source A refers to the strikers 'advancing on the soldiers' and Source B to workers being 'killed by soldiers'
- The sources agree that, during the strike, the soldiers opened fire on the strikers – Source A refers to the soldiers firing on the workers and Source B to strikers being 'shot'.

Points of difference may include the following:

- Source A suggests that the strikers were threatening the soldiers and that they were forced to shoot, whereas Source B states that the strikers were 'unarmed' and 'peaceful'
- Source A states that the soldiers asked for orders to shoot the strikers, whereas Source B claims that the orders came from the Tsar himself.

Points regarding extent may include the following:

- There is some difference between the sources concerning the threat posed by the striking workers at Lena and the order to fire on them
- The sources strongly agree that the Lena goldfields strike witnessed a confrontation between the soldiers and workers, during which workers were fired upon.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>A2 (c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Extract C suggests that the Lena Goldfield strike was very badly managed by the Tsar's government.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include the following:</p> <ul style="list-style-type: none"> <li>Source A suggests that the Tsar's Interior Minister behaved badly in the <i>duma</i> following the shootings by refusing to apologise and implying that such force could be used again ('has always happened...will always happen.')</li> <li>Source B claims that the Tsar and his government were viewed as siding with 'businessmen' against the workers during the strike and indicates that the result of their actions at Lena provoked a new wave of 'unrest all over the country'</li> <li>Extract C indicates that the government's handling of the strike overshadowed improvements introduced in Russia after the 1905 Revolution and strengthened the revolutionaries ('support for revolutionary parties...rapidly.')</li> <li>The soldiers at Lena were sent by the government, which also authorised the arrest of the strike's leaders. The massacre ended a period of declining unrest in Russia since 1906, e.g. the number of political strikes more than tripled in 1912.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source A claims that the Tsar's government had little choice at Lena in 1912 to control a crowd that was threatening the soldiers and that was politically motivated ('dangerous political radicals')</li> <li>Extract C indicates that the government had to react strongly at Lena to 'defend law and order' and to protect 'the interests of businessmen'</li> <li>Extract C suggests that the strikers were being controlled by 'dangerous revolutionaries' who threatened the government</li> <li>At Lena, troops were hugely outnumbered by crowds of over 2500 angry workers. The government ordered a committee of enquiry into the massacre, and sped up reforms to improve working conditions throughout Russia.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### A3: The USA, 1918-41

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark scheme                                                                                                                                                                                                                                                                      |
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| A3 (a)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Describe <b>TWO</b> features of <b>EITHER</b> the impact of the Depression on people's lives <b>OR</b> electrification in the 1930s.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the impact of the Depression on people's lives:</p> <ul style="list-style-type: none"><li>• The impact of the Depression on people's lives was overwhelmingly negative. Unemployment in the USA rose to over 12.8m in 1933, almost a quarter of the workforce</li><li>• Even those in work suffered poverty during the Depression as real wages declined. Thousands faced homelessness and began living in shanty towns known as 'Hoovervilles'.</li></ul> <p>For example, for electrification in the 1930s:</p> <ul style="list-style-type: none"><li>• Electrification in the 1930s concentrated particularly on extending the network to rural areas. In 1930, fewer than 10% of farms in the USA had access to electricity</li><li>• The Tennessee Valley Authority (1933) helped extend electrification with the building of hydroelectric dams. Roosevelt's Rural Electrification Act (1936) provided federal loans to companies to extend the network in isolated areas.</li></ul> |                                                                                                                                                                                                                                                                                  |

| Question      | Mark scheme                                                                                                                                                                                                                                         |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A3 (b)</b> | <p>How far does Source A support the evidence of Source B about women in the USA in the 1920s?</p> <p>Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> |

### Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

### Indicative content

Points of agreement may include the following:

- The sources agree that women had better employment opportunities in the USA in the 1920s – Source A refers to women in management positions while Source B refers to women 'being encouraged into professions'
- The sources agree that women were increasingly viewed as being more equal with men – Source A claims that women are 'making great progress' towards equality while Source B refers to talk of 'men and women...as equals'.

Points of difference may include the following:

- Source A suggests that the changes in women's lives in the USA during the 1920s were positive ('It is pleasing...'), whereas Source B suggests they were not ('a bad thing...Great nonsense...for which they are not suited.')
- Source B refers to the decline in the popularity of marriage among women – this is not mentioned in Source A.

Points regarding extent may include the following:

- The sources agree that American women during the 1920s were making progress in the US jobs market and towards gender equality
- The sources strongly disagree on whether or not this was a good thing for American society or for women generally.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>A3 (c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Extract C suggests life for most women in the USA during the 1920s did not improve greatly.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include the following:</p> <ul style="list-style-type: none"> <li>• Source A indicates that that there were still roles for which women were not considered suitable in the USA during the 1920s ('none of the largest businesses is run by a woman.')</li> <li>• Source B suggests that conservative values concerning the status and capability of women in the USA were still prominent during the 1920s ('at their best in the more 'female' jobs')</li> <li>• Extract C indicates that most women lacked equality in pay, rarely reached the top managerial positions and carried the 'dual burden' of working and looking after the home</li> <li>• Most women in the USA could not afford, or benefit from the growth in, domestic, labour-saving goods like vacuum cleaners. Improvements during the 1920s were largely confined to urban, white and more prosperous women.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that women were increasingly occupying roles with great responsibility ('men still have control but not as completely as they did before.')</li> <li>• Source B refers to women achieving important political rights ('the vote') and enjoying 'better education' as well as to some 'living lives independent of men'</li> <li>• Extract C refers to more American women making it into the workforce and earning their own money ('More than 2 million') and to women enjoying greater 'social freedoms' during the 1920s</li> <li>• The Nineteenth Amendment in 1920 encouraged greater consideration of women's issues in national politics, e.g. maternity care. Rising prosperity contributed to the growth of more liberal attitudes towards women's dress and behaviour.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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

| Question | Mark scheme                                                                                                                                                                                                                                                                                         |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A4 (a)   | <p>Describe <b>TWO</b> features of <b>EITHER</b> the role of President Johnson in the Vietnam War <b>OR</b> the renewed North Vietnamese offensive (1972).</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> |

#### Marking instructions

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

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

#### Indicative content guidance

For example, for the role of President Johnson in the Vietnam War:

- The role of President Johnson in the Vietnam War included the escalation of US involvement. Johnson believed that this was necessary to defeat communism and maintain the USA's authority throughout the world
- In 1964, Johnson asked Congress for the Gulf of Tonkin Resolution authorising him to take any measures necessary to defend US interests in south-east Asia. Under Johnson, hundreds of thousands of US troops were sent to fight in Vietnam.

For example, for the renewed North Vietnam offensive (1972):

- The renewed North Vietnamese offensive (1972), also known as the 'Easter Offensive', began in March. It involved a major attack on South Vietnam across the Demilitarized Zone involving tens of thousands of North Vietnamese troops
- Further NVA attacks were launched out of Cambodia threatening to cut South Vietnam in two. Counter attacks by ARVN, with the support of US bombers, slowed the attack by October 1972.

| Question      | Mark scheme                                                                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A4 (b)</b> | <p>How far does Source A support the evidence of Source B about the war in Vietnam during the early 1960s?</p> <p>Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> |

### Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

### Indicative content

Points of agreement may include the following:

- The sources agree that the war was going badly for South Vietnam – Source A refers to the situation 'worsening' and Source B to the war 'escalating'
- The sources agree that South Vietnam was under attack by guerrillas – Source A refers to the need to defeat 'communist guerillas' and Source B to 'the guerrilla war in South Vietnam'
- The sources agree that the USA was sending South Vietnam economic help – Source A states that the USA 'should continue to supply...economic assistance' and Source B to 'assisting South Vietnam economically' since 1954.

Points of difference may include the following:

- Source A refers to the USA military intervening directly in South Vietnam ('send ground forces...prepare to bomb'), whereas Source B merely refers to the USA continuing to support South Vietnam with training and economic aid.

Points regarding extent may include the following:

- There is some agreement between the sources concerning the nature of the war in South Vietnam and that South Vietnam was losing out to the communists
- The sources strongly differ concerning the type of assistance that the USA was considering sending to save South Vietnam from defeat.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>A4 (c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Extract C suggests that US involvement in the Vietnam War increased massively under President Kennedy.<br/>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include the following:</p> <ul style="list-style-type: none"> <li>Source A indicates that Kennedy was strongly advised by senior officials to increase US military intervention in Vietnam significantly in 1961 ('the USA must act to prevent the fall of South Vietnam.')</li> <li>Source B indicates that Kennedy did increase US aid for South Vietnam in 1961 and 1962 ('this support has increased'), and suggests that he may be withholding information about other things ('I don't want to give out any further details')</li> <li>Extract C indicates that Kennedy massively increased support to South Vietnam in the early 1960s ('jet fighters...napalm.') and suggests that some US forces were already involved in combat situations ('involved in clashes with the Vietcong.')</li> <li>In the early 1960s, Kennedy secretly financed a massive increase in the ARVN and sent over 1000 more 'military advisers' to Vietnam. He also sent 300 helicopters, with US pilots, and helped fund the overthrow of President Diem in 1963.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source A indicates that Kennedy and his officials were only considering increasing US military involvement in Vietnam in 1961 ('prepare to send...ready to bomb')</li> <li>Source B indicates that the amount of military support given to South Vietnam was limited to training the South Vietnamese army</li> <li>Extract C states that US involvement in Vietnam remained limited ('not officially at war...no US combat soldiers') until after Kennedy's death</li> <li>In the early 1960s, Kennedy repeatedly threatened to withdraw aid for South Vietnam because of the corruption within Diem's regime. US military advisers in South Vietnam were ordered strictly to avoid combat situations with the Vietcong.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## A5: East Germany, 1958-90

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark scheme                                                                                                                                                                                                                                                                        |
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| A5 (a)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Describe <b>TWO</b> features of <b>EITHER</b> the impact of the Berlin Wall on East Berliners (1961-63) <b>OR</b> religion in the GDR.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the impact of the Berlin Wall on East Berliners (1961-63):</p> <ul style="list-style-type: none"><li>• The impact of the Berlin Wall on East Berliners (1961-63) included the prevention of free movement in and out of West Berlin. East Berliners were no longer able to travel across the border to shop or visit family and friends</li><li>• The building of the Wall made many East Berliners extremely unhappy, leading to the belief that the GDR had become a prison. The first person killed attempting to cross the Wall, Ida Siekmann, was attempting to rejoin her sister in August 1961.</li></ul> <p>For example, for religion in the GDR:</p> <ul style="list-style-type: none"><li>• Religion in the GDR was discouraged by the SED government. Religious education was banned and practising Christians were discriminated against for jobs</li><li>• In 1978, the Protestant church made an agreement with the state, giving it official recognition and the freedom to regulate its own affairs. The church ran some hospitals, old people's homes and orphanages within the state system.</li></ul> |                                                                                                                                                                                                                                                                                    |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark scheme                                                                                                                                                                                                                                                              |
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| <b>A5 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>How far does Source A support the evidence of Source B about the standard of living in the GDR during the 1980s?</p> <p>Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include the following:</p> <ul style="list-style-type: none"> <li>• The sources agree that there were shortages of goods and that queues in shops were common – Source A refers to consumer goods being in 'short supply' and Source B to bananas being 'rare'</li> <li>• The sources agree that everyday food was affordable – Source A refers to 'food like bread' being inexpensive and Source B to 'most groceries' being 'extremely cheap'.</li> </ul> <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> <li>• Source A states that 'most people' had a job, whereas Source B states that there was 'no unemployment.'</li> <li>• Source A is negative about standard of living in the GDR ('life...could be very difficult.'), whereas Source B is much more positive and states that, 'Generally, people were happy.'</li> </ul> <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> <li>• There is some difference between the sources concerning how content people in the GDR were with their standard of living</li> <li>• The sources strongly agree that, while food was 'cheap' in the GDR during the 1980s, consumer goods and other 'luxuries' were in short supply and that queues in East German shops were a feature of everyday life.</li> </ul> |                                                                                                                                                                                                                                                                          |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>A5 (c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Extract C suggests that life in the GDR, in the 1980s, was difficult.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include the following:</p> <ul style="list-style-type: none"> <li>• Source A claims that life in the GDR was in the 1980s was 'difficult', dominated by queues and shortages as a result of economic inefficiency</li> <li>• Source B indicates that consumer goods like cars, freely available in the west, were expensive ('ten times...salary.') and subject to very long waiting lists, making life difficult</li> <li>• Extract C indicates that life in the GDR was difficult, as it 'lacked the choices and comforts available' in the west and was subject to the SED's version of socialism ('dominated by the government's policies ...full of SED propaganda.')</li> <li>• During the 1980s, the SED government struggled to supply sufficient consumer goods to satisfy the population. To cope with the reduction in support from the USSR, social benefits were cut or stagnated, and good quality housing was rare.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that life in the GDR was not difficult and had significant advantages like low rents, cheap food and 'free childcare and social security.'</li> <li>• Source B states that East Germans shared 'real community spirit' and were 'generally...happy.', suggesting that life was not difficult</li> <li>• Extract C indicates that living standards in the GDR were higher than for their Eastern bloc neighbours ('three-quarters...washing machine...two-thirds...a television. '), suggesting that life for many was not difficult</li> <li>• In the 1980s, the lives of East Germans were broadly comparable to many of those in West Germany or, in the case of women, perhaps better. The SED worked hard to improve the supply of consumer goods like cars, jeans and tape recorders.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## SECTION B: Breadth Studies in Change

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

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>B1 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Explain <b>TWO</b> ways in which relations between Spain and the USA before the Transcontinental Treaty (1819) were different from their relations after the Treaty.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that there was no longer a dispute over ownership of Florida, as Spain agreed to cede the territory to the United States in the Treaty</li><li>• A difference was that there was no longer disagreement over the border between Spanish New Mexico and the United States, as the Treaty established the border along the Sabine River.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark scheme                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>B1 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Explain <b>TWO</b> causes of the Indian Removal Act (1830).</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the need to give the president the authority to grant Indian tribes unsettled western prairie land in exchange for their desirable territories within state borders</li> <li>• A cause was the desire to support Westward expansion and a belief by the mid-1820s that the American settlers would not tolerate the presence of even peaceful Indians living in areas to be settled</li> <li>• A cause was the desire to deal with the problems of the 'Five Civilized Tribes' in the south east who, unlike other tribes, refused to trade their cultivated farms for less attractive land in the 'Indian Territory'.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                  |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>B1 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>How far did the powers of the Federal government increase in the years 1783-1809?</p> <div data-bbox="456 340 1428 521" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the US Constitution (1789)</li> <li>• Jefferson's presidency.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government</li> <li>• Federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced the Alien and Sedition Acts, which extended the powers of the president to arrest and deport foreign nationals</li> <li>• The introduction of the first National Bank increased federal authority as its primary purpose was to provide a credit facility for the Federal government and a depository for tax revenue</li> <li>• The United States Constitution of 1789 increased Federal powers by creating a bicameral legislative branch and executive and judicial branches.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The Bill of Rights was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states</li> <li>• Jefferson reduced the federal role of government in the lives of American people by cutting the costs of federal government through reducing government expenditure on the maintenance of the federal armed and naval forces</li> <li>• The Virginia Resolution (1798) declared that state legislatures could declare acts of Congress unconstitutional, on the theory that states' rights overrode federal rights</li> <li>• States' rights remained a central issue in 1809 (e.g. over tariffs and slavery), as did the role of the Supreme Court in deciding whether Congressional acts were constitutional.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>B1 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>How far was the Civil War the key turning point in the changing relations between the Northern and Southern States of the USA in the years 1850-77?</p> <div data-bbox="459 398 1428 577" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Compromise of 1850</li> <li>• the Civil War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br/> <b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The bitterness created during the fighting made it more difficult to settle future disputes, especially as the South saw measures such as the Emancipation Proclamation as an attack on its way of life</li> <li>• Lincoln's statement in 1863, that one of his primary objectives in fighting the war was to end slavery, meant that a victory for the North ensured slavery would end, which would lessen disputes between North and South</li> <li>• The Civil War enabled the adoption of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, ending slavery forever in the United States and consequently settling a major cause of conflict.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The 1850 Compromise worsened relations between the North and South. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery</li> <li>• The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South it was strongly supported</li> <li>• The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War</li> <li>• The Reconstruction Acts of 1867-68 imposed military rule across the South, fundamentally changing the relations between Northern and Southern States</li> <li>• The Civil Rights Act 1875 outlawed racial discrimination in juries, schools, transportation and public accommodations and caused bitter resentment in the South, as it was seen as 'Northern interference'.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



## B2: Changes in medicine, c1845–c1945

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| B2 (a)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Explain <b>TWO</b> ways in which penicillin before the work of Florey and Chain was different from penicillin after their work.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that penicillin was not given to patients before Florey and Chain's work, so could not be classed as a treatment. After the work of Florey and Chain it could be used on patients as a means of fighting infection</li><li>• A difference was that before the work of Florey and Chain penicillin was not widely available. As a result of the work of Florey and Chain's team, US scientists and pharmaceutical companies, it was mass-produced and readily available.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>B2 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Explain <b>TWO</b> causes of the increased understanding of the causes of disease in the years 1848-75.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the work of John Snow, who identified the link between cholera and polluted water</li> <li>• A cause was the work of Louis Pasteur, who published his germ theory in 1861</li> <li>• A cause was the improvement in research and science methodology (e.g. improvements in lens technology), which allowed for the development of the science of bacteriology.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>B2 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>How far did public health provision improve in the years 1848-1911?</p> <div data-bbox="456 331 1428 510" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Public Health Act (1848)</li> <li>• the School Medical Service (1907).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The 1848 Public Health Act set up a General Board of Health along with three commissioners to supervise public health provision</li> <li>• The Act allowed towns to set up their own local Board of Health and introduce systems for the removal of rubbish and sewage</li> <li>• The 1866 Sanitary Act made it compulsory for local authorities to improve sanitary conditions and remove nuisances to public health</li> <li>• The 1875 Public Health Act made it compulsory for local authorities to take a wide range of public health measures from providing clean water to ensuring proper treatment of sewage and lighting the streets</li> <li>• The Liberal government introduced the School Medical Service to check school children for illness. Many LEAs provided medical treatment for school children found to have diseases or disabilities.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The 1848 Act was limited in its impact because the Board of Health was set up for just 5 years and local authorities were not compelled to introduce measures</li> <li>• The 1875 Act granted local authorities the powers to act in a wide range of public health matters but many of these powers were permissive and local authorities lacked the infrastructure or desire to raise finance to implement them</li> <li>• Whilst changes had been made, for most of the period, there were still large gaps in public health provision, particularly for the young and elderly and low life expectancy.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>B2 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>How far were technological advances the main reason for improvements in surgery in the years 1905-45?</p> <div data-bbox="456 371 1426 551" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• X-rays</li> <li>• the Second World War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• Improvements in X-ray technology, particularly the development of mobile X-ray units in the First World War, led to more focused surgery</li> <li>• Plastic surgery advanced significantly because of Gillies' use of pedicle tubes</li> <li>• Improved technology allowed for donated blood to be stored and transported more easily in the Second World War</li> <li>• During the Second World War, McKissock led a neurosurgical unit using new techniques in neurosurgery to operate on brain injuries.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• War provided the stimulus for improvement. The large number of casualties and the wide-ranging nature of injuries meant doctors and researchers working in new fields, such as plastic surgery</li> <li>• Government intervention and funding enabled research to be carried out which helped improve surgery. For example, the US government gave \$80 million to drug firms to develop penicillin, which greatly increased survival rates after operations</li> <li>• Ongoing medical research was a factor in improving surgery, e.g Cushing in brain surgery, Gillies in plastic surgery and McIndoe in the treatment of burns.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>B3 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Explain <b>TWO</b> ways in which relations between Japan and China before the Sino-Japanese War (1895) were different from relations between Japan and China after the War.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that it shifted the balance of power between the two countries. Before the war, China was considered the stronger nation but after the war Japan was able to assert itself and look for further expansion</li><li>• A difference was that after the war, China was reduced to a position of humiliation in its relations with Japan. It was forced to pay an indemnity of 360 million yen, the equivalent of more than four times China's annual budget.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>B3 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Explain <b>TWO</b> causes of the more democratic approach to governing Japan under the Taisho Democracy (1912-26).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the emergence of protest movements demanding political change, more especially trade unions, and a movement for women's suffrage which overturned measures preventing women from actively participating in politics</li> <li>• A cause was the physical health problems of the Emperor which meant he was unable to rule on his own. Crown Prince Hirohito, acting as regent from 1921, adopted a less autocratic approach</li> <li>• A cause was the increasing influence of Western ideas of liberalism and democracy advocated by leading political figures such as Dr. Yoshino Sakuzo (who coined the term Taisho Democracy).</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>B (c) (i)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>How far was the most significant change in Japanese society, in the years 1919-45 the restrictions imposed by the Public Security Preservation Law (1925)?</p> <div data-bbox="456 365 1428 544" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Public Security Preservation Law (1925)</li> <li>• the war in Southeast Asia (1937-45).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br/> <b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The Law stated that anyone considered to be trying to alter the kokutai, (system of private property) would be liable to imprisonment for a term of up to 10 years. This immediately drove communists and socialists underground</li> <li>• By using the highly vague and subjective term kokutai, the law meant that any political opposition could be branded as 'altering the kokutai'. Thus the government had carte blanche to outlaw any form of dissent</li> <li>• The law resulted in the establishment of the 'Thought Police' with branches all over Japan and in overseas locations with high concentrations of Japanese subjects. 'Thought Prosecutors' were appointed to suppress 'thought criminals'</li> <li>• In the years 1925-45, over 70,000 people were arrested under the provisions of the Public Security Preservation Law, thus increasing control of the Japanese population.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• In the 1920s Japan experienced a 'café boom' where Japanese men and women could go to discuss American movies and hear jazz</li> <li>• Society became more willing to support totalitarianism and militarism. From 1928, Tenko encouraged business corporations to work with political leaders in a ruthless campaign against the Left</li> <li>• Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences</li> <li>• The war in Southeast Asia (1937-45) changed Japanese society. War work, as well as rationing that caused black markets in commodities and jobs, gradually led to a deeply-divided society by the time of the Japanese surrender.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>B3 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>How far was the Treaty of Versailles (1919) the key turning point in Japan's rise towards being a world power in the years 1919-45?</p> <div data-bbox="459 331 1428 510" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Treaty of Versailles (1919)</li> <li>• the Greater East Asia Co-Prosperity Sphere.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• For Japan, the Paris Peace Conference marked the first indication that it was moving towards world power status. It joined the 'Big Five' at Versailles, along with the United States, Britain, France, and Italy</li> <li>• The Treaty was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China and was beginning to acquire an overseas empire</li> <li>• The Treaty was important because it led the Japanese to adopt a more aggressive foreign policy in later years as they were offended by the failure of the other powers to treat them as equals at Versailles.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• As a result of world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan began to look at a more expansionist policy in East Asia</li> <li>• Japan's status as a world power was confirmed in the London Naval Conference in 1930 when it joined with the USA, Britain, France and Italy in discussing limitations on the size of navies</li> <li>• The Mukden Incident and consequent occupation of Manchuria was important because it showed Japan that the raw materials it needed could be easily obtained in East Asia. The weak reaction of the League encouraged further expansion</li> <li>• When Italy and Germany signed the Tripartite Agreement with Japan, it established Japan as a world power, showing other nations were keen to have an alliance with Japan</li> <li>• Japan cemented its position as a world power by completing the formation of the Greater East Asia Co-Prosperity Sphere and occupying large areas of Asia.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>B4 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Explain <b>TWO</b> ways in which industry in China before the first Five-year Plan (1953-57) was different from industry in China after the Plan.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was before the Plan that China was a largely pre-industrial nation but as a result of the plan experienced a significant increase in production, particularly in steel, electric power and coal</li><li>• A difference was private business and ownership declined as Mao implemented a communist-centred approach to industry, with central planning introduced and private businesses taken into state ownership or partnership.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>B4 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Explain <b>TWO</b> causes of the introduction of the Hundred Flowers Campaign.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the need to have the educated classes playing a part in China's industrial development, particularly through advances in science</li> <li>• A cause was Mao's desire to shake up the Communist Party and root out those who were not loyal to him or who were corrupt</li> <li>• A cause was to counter accusations that the government had become over-autocratic and was not prepared to listen to criticism of its actions.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                     |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>B4 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>How far did opposition to the governments of China change in the years 1911-45?</p> <div data-bbox="459 336 1428 515" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the 1911 Revolution</li> <li>• Japan.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The 1911 Revolution was a new type of opposition. It began as a mutiny and evolved into a movement which ended the Manchu dynasty and turned China into a republic</li> <li>• The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how ineffective the Chinese government was in allowing itself to be dominated by other nations at Versailles</li> <li>• Communist opposition was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat and, by 1946, open warfare</li> <li>• Before the Japanese invasion of Manchuria in 1931, military opposition to the government was internal. Following the invasion, opposition was external as well.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China</li> <li>• Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese</li> <li>• Throughout the period, until 1937, foreign Concessions continued to threaten the Chinese governments' handling of the economy by their dominance of the eastern seaboard.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>B4 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>How far was the attack on landlords in 1950 the most important feature of changes in Chinese agriculture in the years 1949-89?</p> <div data-bbox="456 367 1428 546" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the attack on landlords</li> <li>• Deng's reforms.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• Mao and the CCP had survived the Long March and won the Civil War with peasant support. The peasants expected change and Mao could not have carried out future agricultural reforms without the support which would come from attacking landlords</li> <li>• The landlords were a conservative group who stood in the way of future reform and who did not believe in Communist principles. Mao's destruction of them as a class removed a hurdle to future agricultural reform</li> <li>• The removal of the landlord class enabled Mao to set up mutual aid teams in the countryside where peasants were encouraged to share animals, work and equipment. Almost half of peasants belonged to these teams by the mid-50s.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• From 1953 Mao encouraged mutual aid teams to join together in Agricultural Producers Co-operatives. This boosted food production</li> <li>• From 1956, and later as part of the Great Leap Forward, Mao introduced collectivisation. By 1958 around 700 million Chinese peasants worked in collective farms</li> <li>• After 1979, Deng remodelled collective farms by introducing the 'household responsibility system'. Farmers could rent land from the state and, after meeting their quota, sell extra produce and keep any profit made</li> <li>• Instead of being set targets and made to grow only wheat and rice, Deng recognised that different crops grew better in different areas and allowed farmers to concentrate on the crops which did well in their area</li> <li>• Deng's 1984 Economic and Social Development Plan increased the use of chemical fertilisers and agricultural machinery, thus gradually reducing the amount of farm labour needed.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**B5: The changing role of international organisations: the League and the UN, 1919–c2011**

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>B5 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Explain <b>TWO</b> ways in which the role of the UN in Mozambique (1990-94) was similar to the role of the UN in Somalia (1991-95).</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A similarity was that in both countries, the UN was attempting to keep peace as internal groups tried to oust the government. In Somalia it was warlords trying to take control, in Mozambique RENAMO wanted to overthrow the government's MLF</li><li>• A similarity was that, in both countries, the UN sent in troops to try to prevent fighting, tried to disarm the combatants and provided assistance through UNHCR and other specialist commissions.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>B5 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Explain <b>TWO</b> causes of the League's failure to prevent Japanese aggression in Manchuria in the years 1931-33.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the fact that members of the League chose to accept Japan's assurances that it had no territorial ambitions in the region and was acting against Chinese aggression in Manchuria</li> <li>• A cause was the desire for member states to protect their own economic interests and the USA (although not a member of the League) discouraged strong action against the Japanese</li> <li>• A cause was the lack of a military force and the limit on actions the League could take. It sent the Lytton Commission to investigate but, by the time it reported, Japan was ensconced in Manchuria.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>B5 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>How far did the work of the international specialised agencies change in the years 1919-2011?</p> <div data-bbox="456 396 1426 575" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the ILO</li> <li>• UNESCO.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• There was a change with the ILO under the UN going further in trying to ensure that there should be equal opportunities for everybody to get jobs, irrespective of race, sex or religion</li> <li>• Under the UN, the ILO's role increased as it tried to ensure that there was full social security provision for all workers such as unemployment, health and maternity benefits</li> <li>• There was a change in focus of health organisations. AIDS did not exist during the time of the League. WHO focused on collecting evidence and statistics to reduce the effects of the epidemic. In June 2001, the UN global AIDS fund was set up</li> <li>• UNESCO widened the role of the UN, going much further than the League by encouraging cooperation with scientists, scholars, and artists in all fields believing that best way to promote peace is to educate people's minds.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The League's Health Organisation worked to end such diseases as yellow fever, malaria and leprosy. The UN's World Health Organization has also worked to end serious diseases, such as the elimination of smallpox epidemics in the 1980s</li> <li>• Throughout the period there was an emphasis on literacy. The League worked to raise awareness of the importance of education and this was continued by UNESCO in setting up schools and teacher training colleges in developing countries</li> <li>• Both organisations worked to improve working conditions across the world. The League's ILO improved working conditions by encouraging countries to fix a maximum working day and week. This was continued by the UN's ILO.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>B5 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>How far was the involvement of the UN in the Korean War the key turning point in the UN's ability to maintain peace in the years 1945-89?</p> <div data-bbox="459 398 1428 577" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Korean War (1950-53)</li> <li>• Namibia (1989).</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The Korean War was the first time that the UN sent forces to restore peace. The UN had successfully stood up to an aggressor and had showed how international co-operation could work</li> <li>• The Korean War saw, for the first time, the use of a process to bypass the use of the veto in the Security Council. The 'Uniting for Peace' resolution enabled the Assembly to organise a special emergency session if the Council did not act</li> <li>• The fact that the UN forces were led by the USA damaged the UN in the eyes of some countries, who now looked upon the organisation as a tool of US foreign policy</li> <li>• The success of the military intervention in Korea led to troops being used again in the future, e.g the UN sent in its own peacekeeping force to protect the Congo's government against rebels and restore political stability.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The UN did not prove entirely effective after Korea, e.g. it had little impact on events in the Middle East where it could not prevent fighting. In June 1967, Israel ignored a UN Security Council ceasefire resolution</li> <li>• Resolution 242 can be seen as the key turning point as it was the first time that the UN made official recognition of a refugee problem in its peacekeeping negotiations with warring states</li> <li>• Namibia can be seen as the key turning point in the UN's history as it helped restore peace and a democratically elected government in an independent Namibia. This confirmed the UN's capabilities after a period of relative failure.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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

| <b>Question</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Mark scheme</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>B6 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Explain <b>TWO</b> ways in which the response to terrorism after 9/11 was different from the response to terrorism before 9/11.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that action against terrorism became more focused on eliminating those groups and individuals who sponsored and financed terrorism e.g. Osama Bin Laden, Al-Qaeda and states believed to be sponsoring terrorism</li><li>• A difference was that action against terrorism became more coordinated, especially in intelligence gathering, as countries began working together to carry out military action for wider purposes than just protecting their own country.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>B6 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Explain <b>TWO</b> causes of the use of 'surgical' airstrikes in 21<sup>st</sup> century wars in the Middle East.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the US desire to cause a wide range of destruction in key areas and have a psychological impact on the enemy, e.g. the bombing of Baghdad during the 2003 war in Iraq was designed to create 'shock and awe' amongst Iraqi forces</li> <li>• A cause was the desire to focus on key military targets, so as to reduce damage to civilian infrastructure and to minimise civilian deaths. Such an approach prevented negative political consequences</li> <li>• A cause was the fact that the USA had the technology to carry out such attacks using drones, Cruise missiles and specialist aircraft with minimal threat to US forces.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>B6 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p data-bbox="448 271 1129 304">How far did warfare change in the years 1919-45?</p> <div data-bbox="456 360 1428 539" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="472 371 1018 405">You may use the following in your answer:</p> <ul data-bbox="568 412 863 479" style="list-style-type: none"> <li data-bbox="568 412 772 445">• submarines</li> <li data-bbox="568 445 863 479">• Hiroshima (1945).</li> </ul> <p data-bbox="472 486 1038 519">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="448 573 1394 640"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 672 1378 770"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p data-bbox="201 784 517 817"><b>Marking instructions</b></p> <p data-bbox="201 826 1410 927">Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p data-bbox="201 938 1426 1039">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="201 1093 485 1126"><b>Indicative content</b></p> <p data-bbox="201 1135 1267 1169">Relevant points that indicate that there was change may include the following:</p> <ul data-bbox="248 1176 1402 1556" style="list-style-type: none"> <li data-bbox="248 1176 1355 1243">• The use of air support helped land warfare to become much swifter. By 1940, Hitler's Blitzkrieg tactics showed the effectiveness of combined arms tactics</li> <li data-bbox="248 1249 1355 1317">• The use of aircraft to drop gas during the Abyssinian conflict was a significant development in chemical warfare</li> <li data-bbox="248 1323 1402 1424">• Submarines developed from single usage in the First World War to a more effective 'wolf pack' strategy in the Second World War, where they came close to starving Britain into submission</li> <li data-bbox="248 1431 1355 1498">• The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness</li> <li data-bbox="248 1505 1386 1556">• There was significant development in naval warfare, particularly with the use of aircraft carriers, as seen in the Pacific in the Second World War.</li> </ul> <p data-bbox="201 1624 1227 1657">Relevant points that suggest change was limited may include the following:</p> <ul data-bbox="280 1664 1362 1845" style="list-style-type: none"> <li data-bbox="280 1664 1339 1697">• Throughout the period code-breaking and spying was a feature of warfare</li> <li data-bbox="280 1704 1355 1771">• The effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground</li> <li data-bbox="280 1778 1362 1845">• Guerrilla tactics remained largely unchanged throughout the period, with guerrilla warfare in the Spanish Civil War little different from what had gone before.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>B6 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p data-bbox="448 253 1425 320">How far did the development of the atomic bomb change the nature of international conflict in the years 1945-91?</p> <div data-bbox="456 371 1425 551" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="472 383 1021 416">You may use the following in your answer:</p> <ul data-bbox="616 421 1021 499" style="list-style-type: none"> <li data-bbox="616 421 903 454">• Hiroshima (1945)</li> <li data-bbox="616 459 1021 499">• the First Gulf War (1991).</li> </ul> <p data-bbox="472 504 1038 537">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="448 584 1393 651"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 680 1377 779"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p data-bbox="201 790 517 824"><b>Marking instructions</b></p> <p data-bbox="201 835 1414 936">Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p data-bbox="201 947 1430 1048">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="201 1099 485 1133"><b>Indicative content</b></p> <p data-bbox="201 1144 1270 1178">Relevant points that indicate that there was change may include the following:</p> <ul data-bbox="248 1189 1414 1570" style="list-style-type: none"> <li data-bbox="248 1189 1350 1256">• The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness</li> <li data-bbox="248 1261 1414 1361">• Hiroshima brought immediate changes to the nature of warfare. The atomic bomb was far more destructive than any conventional weapon. It appeared to make conventional weapons redundant</li> <li data-bbox="248 1366 1366 1467">• Hiroshima sparked off a nuclear arms race between the two superpowers, with each attempting to develop even more destructive weapons. This, in turn, intensified the Cold War</li> <li data-bbox="248 1471 1398 1570">• There was change due to the development by the USA and the Soviet Union of ever more powerful weapons of mass destruction such as the H-Bomb and Inter-Continental Ballistic Missiles (ICBMs).</li> </ul> <p data-bbox="201 1592 1222 1626">Relevant points that suggest change was limited may include the following:</p> <ul data-bbox="248 1630 1422 1883" style="list-style-type: none"> <li data-bbox="248 1630 1422 1697">• Wars in this period continued to be fought using conventional weapons, as neither side was prepared to use nuclear weapons because of the possible consequences</li> <li data-bbox="248 1702 1406 1803">• Conventional bombing tactics continued, such as the B-52 carpet-bombing during the First Gulf War. The success of campaigns depended on conventional weapons and the use of ground troops as could be seen in the first and second Gulf Wars</li> <li data-bbox="248 1807 1302 1863">• Wars continued to depend on land troops, supported from the air, despite the development of the atomic bombs</li> <li data-bbox="248 1868 1246 1883">• Guerrilla warfare continued as demonstrated in Vietnam and Afghanistan.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>B7 (a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Explain <b>TWO</b> ways in which relations between Israel and the Arab states in 1993, after the Oslo Peace Accords, were different from relations between them in 2012.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that relations were much worse. The Oslo Peace Accords created optimism that there could be peace but these hopes were dashed by events such as the Second Intifada and the Gaza War.</li><li>• A difference was that Israel was no longer prepared to work with Palestinian politicians. At Oslo, Israel accepted the PLO as the representative of Palestinians. But in 2006 Hamas took control in Gaza; Israel would not negotiate with them.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>B7 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Explain <b>TWO</b> causes of Nasser's nationalisation of the Suez Canal in 1956.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was Nasser's desire to show the world that he was the leader of the Arab world and was prepared to take action for the good of his country, even if it was opposed by the USA and Britain</li> <li>• A cause was the desire to show that Egypt was no longer prepared to be influenced by Britain. Egypt was breaking free from the colonial past and making its own decisions about how the country should be run</li> <li>• A cause was the need to finance the Aswan Dam project, which Nasser saw as essential to boosting Egypt's economy and raising the living standards of his people. The USA and Britain were withdrawing offers of financial support.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question          | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>B7 (c) (i)</b> | <p data-bbox="448 320 1426 387">How far did the policies of Britain in the Middle East change in the years 1917-47?</p> <div data-bbox="459 448 1426 624" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="467 459 1046 488">You may use the following in your answer:</p> <ul data-bbox="616 501 1362 575" style="list-style-type: none"> <li data-bbox="616 501 1362 533">• the League of Nations Mandate for Palestine (1922)</li> <li data-bbox="616 542 932 575">• Jewish immigration.</li> </ul> <p data-bbox="467 586 1059 616">You must also use information of your own.</p> </div> <p data-bbox="448 663 1394 725"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 759 1378 855"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |

**Marking instructions**

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

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

**Indicative content**

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

- The Balfour Declaration was a change in policy as, before that, the Arabs in Palestine were given the impression that, in return for supporting Britain in the First World War, they would be given independence
- In 1939, the British decided that they needed Arab support to secure oil supplies during the increasingly likely war with Germany. The Peel proposals were shelved, suppression stopped and Jewish immigration limited
- After the post-war Labour government set strict limits on Jewish immigration, the British found themselves fighting Jewish terrorism by such groups as Irgun. In 1946, the King David Hotel was blown up, killing 91 people
- In 1947, public opinion at home, diplomatic pressure from the USA and failure to find a solution led to the British handing back the mandate to the United Nations.

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

- Throughout the period, the British aim was to establish an efficient administration in the area, which would result in the peaceful co-existence of Arabs and Jews
- From the time of the granting of the 1922 Mandate, Britain saw Palestine as an area which must submit to British control and in which it was not prepared to accept opposition, be it from the Arabs or the Jews
- A continuing factor through the period was the desire of the British to allow Jewish immigration into the area but to control it, so as to not allow the influx of Jewish settlers to cause a revolt amongst the Arabs.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>B7 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>How far were the Camp David Agreements the key turning point in Arab-Israeli relations in the years 1967-93?</p> <div data-bbox="456 331 1428 510" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Six-Day War (1967)</li> <li>• the Camp David Agreements (1978).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br/> <b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• Camp David was a highly symbolic event, showing the world there was a desire for peace in the Middle East. Begin and Sadat were awarded the 1978 Nobel Peace Prize as a result</li> <li>• The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict</li> <li>• The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• The Agreements were flawed. There was no attempt to agree what the 'legitimate rights' of the Palestinians were, the Palestinians rejected the agreement and the Arab League expelled Sadat as a 'traitor'</li> <li>• Kissinger's shuttle diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war. It led to Egypt and Israel agreeing to settle future disputes by talking rather than fighting</li> <li>• The Six-Day War was a highly important event in that it led to substantial territorial gains for Israel, which became a source of conflict in future years. After the War, displaced Palestinians became a source of guerrillas and terrorist activity</li> <li>• The Yom Kippur War emphasised the strength of Israel's military forces but also saw the beginning of the Arabs' use of the 'oil weapon' to persuade the West to intervene in their struggle against Israel</li> <li>• The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that a permanent peace treaty would be signed after a five-year period of negotiations.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



**B8: Diversity, rights and equality in Britain, 1914–2010**

| Question      | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>B8 (a)</b> | <p>Explain <b>TWO</b> ways in which employment opportunities for men in Britain in 1928 were different from employment opportunities for men at the time of the Jarrow Crusade (1936).</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p> |

**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 1928 there was less unemployment. By 1933, unemployment had reached 3 million in Britain, whereas, in 1928, it had been only 1.1 million
- A difference was that regional variations in employment opportunities became more pronounced. In the south east unemployment reached 13% but dropped quickly. In old industrial areas it was double that and 70% in places like Jarrow.

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>B8 (b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Explain <b>TWO</b> causes of the opposition to increasing opportunities for sexual minorities in Britain in the years 1986-2010.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was political beliefs. In 1988 Section 28 was introduced stating that a local authority 'shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality'</li> <li>• A cause was the hardening of public opinion through anti-rights media. For example, in 1993 the Daily Mail published an article claiming that scientists had discovered a 'gay gene' which could lead to women having abortions to avoid a gay birth</li> <li>• A cause was deeply-held, conservative religious beliefs. In some religions and in the more conservative sections of other, mainstream religions, discrimination against sexual minorities was acceptable.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>B8 (c) (i)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p data-bbox="448 320 1310 353">How far did the rights of women improve in the years 1918-70?</p> <div data-bbox="456 412 1428 591" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="472 423 1018 456">You may use the following in your answer:</p> <ul data-bbox="520 461 911 528" style="list-style-type: none"> <li data-bbox="520 461 671 495">• the vote</li> <li data-bbox="520 495 911 528">• employment opportunities.</li> </ul> <p data-bbox="472 533 1038 566">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="448 622 1390 689"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 723 1374 824"><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p data-bbox="201 835 520 869"><b>Marking instructions</b></p> <p data-bbox="201 880 1414 981">Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p data-bbox="201 992 1430 1093">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="201 1149 488 1182"><b>Indicative content</b></p> <p data-bbox="201 1193 1270 1227">Relevant points that indicate that there was change may include the following:</p> <ul data-bbox="248 1238 1430 1585" style="list-style-type: none"> <li data-bbox="248 1238 1430 1294">• In 1918, women aged 30 and over could vote in general elections. In 1928, this was extended to women aged 21 and over, the same as men</li> <li data-bbox="248 1294 1430 1395">• Opportunities for women increased in the 1944 Education Act, which ensured that all girls completed secondary school and provided a route to professional education in universities or teacher training colleges for some women</li> <li data-bbox="248 1395 1430 1496">• The Sex Disqualification (Removal) Act (1919) enabled women to join the professions, to be on juries and be awarded degrees. Previously, being a woman or married, prevented them from being appointed to a range of professions</li> <li data-bbox="248 1496 1430 1585">• The Equal Pay Act (1970) gave women a right to the same contractual pay and benefits as a man in the same employment, where a man and a woman were doing the same work.</li> </ul> <p data-bbox="201 1641 1222 1675">Relevant points that suggest change was limited may include the following:</p> <ul data-bbox="248 1675 1430 1888" style="list-style-type: none"> <li data-bbox="248 1675 1430 1731">• The Tomlin Report found in 1931 that most civil service departments employed no women in senior posts. The Ministry of Defence only employed women as typists</li> <li data-bbox="248 1731 1430 1798">• Until 1946, women had to resign when they married. Women's pay scales were also lower than men's until 1961</li> <li data-bbox="248 1798 1430 1832">• In 1970, only 30% of first degrees went to women and only 14% of higher degrees</li> <li data-bbox="248 1832 1430 1888">• The Equal Pay Act did not come into force until 1975. In 1970, the average woman's wage was only just over 50% of the average man's wage.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>B8 (c) (ii)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>How far was government action, in the years 1965-2010, responsible for changes in attitudes towards people of colour?</p> <div data-bbox="459 394 1428 573" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Race Relations Act (1965)</li> <li>• the Stephen Lawrence Case (1993).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p> |
| <p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> <li>• The 1965 Race Relations Act was the first formal legislation in the UK to protect the rights of people of colour. It outlawed discrimination in public places</li> <li>• The Race Relations Acts of 1968, 1976 and 2000 extended the protection of people of colour to areas of housing, employment and treatment by the police</li> <li>• The 2010 Equality Act introduced protection against discrimination, harassment or victimisation in employment. There were nine protected characteristics, one of which was race.</li> </ul> <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> <li>• Government action was not always effective. In 1999, the <i>Macpherson Report</i> concluded that the Metropolitan Police force was 'institutionally racist'</li> <li>• Changes in attitudes were the result of the work of pressure groups. After Enoch Powell's River of Blood speech, the NCCL organised an emergency "Speak out on Race" meeting and presented an NCCL petition to the PM</li> <li>• Changing attitudes came as a result of greater familiarity with the culture of immigrants of colour, e.g. the Notting Hill Carnival and media publicity of the excellence of athletes and artists of colour, such as Daley Thomson and Des'ree</li> <li>• Treatment of people of colour also changed as a result of publicity around such cases as that of Stephen Lawrence, who died in a racially motivated attack in 1993</li> <li>• Changing attitudes in society brought about greater opportunities for people of colour. For example, in 2002, Paul Boateng was appointed a member of Cabinet.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

