



Mark Scheme (Results)

June 2024

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

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Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

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

SECTION A: Historical Investigation

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

Question	
A1 (a)	Describe TWO features of EITHER international rivalry before 1914 OR the Allied drive to victory (July-November 1918). AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for international rivalry before 1914:

- International rivalry before 1914 involved all the major powers in Europe. They clashed over a variety of economic, imperial and military matters, e.g. Germany's desire for 'a place in the sun'
- Rivalry between the Great Powers before 1914 involved the threat of war but a general war was averted by diplomacy. The system of secret alliances added to the tensions between the powers.

For example, for the Allied drive to victory (July-November 1918):

- The Allied drive to victory (July-November 1918) was accomplished in the 'Hundred Days Offensive' on the Western Front. It involved a co-ordinated series of attacks on German positions by British, French and US forces
- The battle of Amiens in August broke the German lines on the Somme, forcing the German Army into repeated retreats. In September, the Allies breached the Hindenburg Line and the German leaders proposed an armistice to end the war.

Question	
A1 (b)	How far does Source A support the evidence of Source B about life for British soldiers in the trenches on the Western Front? Explain your answer. Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that conditions for British soldiers in the trenches could be very difficult – Source A refers to them having to spend days waist deep 'in water' while B mentions 'the problem of the lice, irregular meals.'

Points of difference may include:

- Source A suggests that there could be friendly relations between soldiers on opposing sides ('walked over to our trench for a cigarette') – this is not mentioned in Source B
- Source A indicates that there were periods of calm in the trenches ('with little fighting', 'no firing at all') but B talks about 'almost constant enemy shell fire'
- Source B talks about the psychological effects on soldiers of the difficult life in the trenches ('you were always nervous') – this is not mentioned in Source A.

Points regarding extent may include:

- There is some similarity between Sources A and B about the discomforts faced by British soldiers in the trenches
- The sources strongly differ in emphasis concerning the relationships between combatants in the trenches and about the effects of trench warfare on soldiers.

Question	
A1 (c)	Extract C suggests that the biggest threat to the morale of British soldiers on the Western Front was boredom. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: - Source A indicates that there were periods of tedium on the Western Front ('up to our waists in water doing nothing with little fighting') that contributed to low morale among British soldiers ('fed up with this war') - Extract C indicates that daily life for British soldiers in the trenches was boring and monotonous ('Their diet was dull', 'Sentry duty was tedious') - Extract C indicates that 'for months at a time' between 'major offences', there was little actual fighting to take part in, contributing to long periods of potential boredom for soldiers - By 1915, the war on the Western Front was reduced largely to stalemate punctuated by periodic major offensives confined to certain sectors of the front line. The daily round of trench duties was repetitive, leading to war-weariness and low morale. Relevant points which counter the view may include: - Source A suggests that conditions in the trenches were often very difficult for British soldiers and could lead to a lack of morale ('We are glad...in water') - Source B suggests that morale was damaged by factors other than boredom ('shell-shock...it was heart-breaking.', 'loss of sleep, the problem of the lice, irregular meals.') - Extract C suggests that morale was affected by 'snipers and shellfire' that 'drove many to despair' rather than boredom - On average, British soldiers spent only four continuous days in the trenches before being rotated out, lessening the chance of boredom. Even between major offensives, many soldiers were involved in duties, like trench raids, that were far from boring.	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER discontent in Russia in 1905 OR the mistakes of the Provisional Government. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for discontent in Russia in 1905: • Discontent in Russia in 1905 was illustrated by a series of disturbances in opposition to Tsarist rule, known as the 1905 Revolution. Discontent was present for over ten months, across the Russian Empire and among different social classes • There was widespread discontent in Russia following defeat in the Russo-Japanese War in January. During 1905, industrial workers demonstrated against living conditions and peasants against the burden of redemption payments. For example, for the mistakes of the Provisional Government: • The mistakes of the Provisional Government included the failure to call elections following its assumption of power in February 1917. The decision to continue participation in the First World War was unpopular among many Russians • The granting of civil liberties, including freedom of speech, facilitated opposition to the Provisional Government. Allowing the Bolsheviks to assist in putting down the Kornilov Revolt was a major error.	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Civil War was violent and bitter – Source A refers to 'terror' and 'atrocities' while Source B uses words like 'brutal' and 'violence'
- The sources agree that both sides murdered opponents who had been taken prisoner.

Points of difference may include:

- Source A suggests that the main cause of the violence was the 'foreign assistance accepted by the Whites' whereas Source B suggests it was caused by the need of the Bolsheviks to avoid defeat and being 'wiped out'
- Source B states that the Bolsheviks won because they were 'the most brutal' – this is absent from A.

Points regarding extent may include:

- The sources differ over the causes of the violence of the war and the extent of the terror used by both sides
- The sources strongly agree that the Civil War was extremely violent and that violence was used by both sides against their captured opponents.

Question	
A2 (c)	Extract C suggests that the main reason the Bolsheviks won the Civil War was because of the mistakes made by the Whites. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A suggests that accepting foreign support was a mistake by the Whites, as it forced the Bolsheviks to 'fight harder' • Source B and Extract C suggest that the violent approach of the Whites was a mistake as it lost them support ('the richest...in Russia...expected better of them.', 'brutality of some White generals...supporting the Reds.') • Extract C suggests that the Whites' failure to develop an effective strategy for winning the war was a mistake, also their failure to take advantage of the foreign support they received • The White armies operated largely independently of each other and did not co-ordinate their offensives. They were unable to win popular support because they openly favoured privileged groups like landlords and the clergy. Relevant points which counter the view may include: • Source A indicates that the Reds also used violence and terror as tactics during the Civil War but were still able to win the war • Source B suggests that the Bolsheviks won because they were motivated to fight for their very existence ('they would all have been wiped out if the Whites had triumphed.') • Source C indicates that the Bolsheviks won because they were better led and developed policies that enable them to maximise their resources ('War Communism') • The Bolsheviks won the Civil War because of their control of the vital industrial areas and the heart of the railway network. Their use of terror, e.g. the activities of the Cheka, played a key role in their victory.	

Question	
A3 (a)	Describe TWO features of EITHER problems in farming in the 1920s OR attitudes towards immigration in the 1920s. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for problems in farming in the 1920s: - Problems in farming in the 1920s included falls in demand and overproduction. Demand from Europe fell when the First World War ended, and new synthetic threads were used in place of cotton in textile manufacturing - Falling prices and rising poverty were major problems in farming during the 1920s. Over half of US farms operated at a loss, and many farmers went bankrupt and left the land. For example, for attitudes towards immigration in the 1920s: - Attitudes towards immigration in the USA during the 1920s were often hostile. Immigrants, particularly from Eastern and Southern Europe, were often looked down upon by other Americans on social, religious and political grounds - Hostility towards immigration was demonstrated by the Sacco and Vanzetti case in 1921. In 1924, the Johnson-Reed Act introduced quotas for immigration by nationality and banned all immigrants from Asia.	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the New Deal was introduced to tackle serious economic problems in the USA – Source A refers to the 'economic emergency' and Source B to 'the most desperate problems that a nation had ever had.'
- The sources agree that the New Deal was wide-ranging – Source A refers to 'laws passed to deal with every aspect' of the crisis and Source B to the NIRA 'Amongst other laws'.

Points of difference may include:

- Source A indicates that Roosevelt was principally responsible for the legislation ('FDR introduced') that initiated the New Deal, whereas Source B suggests that the impetus came from Congress ('Congress quickly passed')
- Source A refers to the 'opponents' of the New Deal and their accusations of 'socialism', whereas Source B is completely supportive.

Points regarding extent may include:

- There is some difference of emphasis between the sources with regard to who drove New Deal legislation and about opposition to the New Deal
- The sources agree greatly that the New Deal was introduced at a time of national crisis and that it was comprehensive in its scope.

Question	
A3 (c)	Extract C suggests that, in the years 1933-35, the New Deal was more a failure than a success. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A states that some opponents of the New Deal criticised it for 'going too far' and being akin to 'socialism', which was widely feared in the USA • Source B states that the cost to taxpayers of the NIRA alone was 'the enormous sum of \$3,300 million' • Extract C indicates that unemployment remained high during the initial years of the New Deal and the number of its critics 'from politicians of all sides' grew • Though the New Deal introduced a whirl of initiatives in the years 1933-35, its effects on the actual economy were slim. In 1935, the Supreme Court ruled against several New Deal programmes, further limiting its effectiveness. Relevant points which counter the view may include: • Source A praises the early years of the New Deal for saving the USA from 'complete collapse' and for being 'some of the finest reforms' in the history of the country • Source B suggests that the New Deal rescued the country following the failure of the 'pro-business' Republican presidencies of the 1920s • Extract C states that the early years of the New Deal were a success because the policies gave 'hope to many suffering the effects of the Depression.' • The first years of the New Deal convinced many Americans that the effects of the Great Depression were being addressed. The AAA lifted agricultural prices, the CCC gave jobs to the young unemployed and FERA funded welfare for the destitute.	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER the tactics of General Giap in the First Indochina War OR the bombing of Cambodia. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for General Giap's tactics in the First Indochina War: • General Giap's tactics in the First Indochina War included the use of guerilla forces against the larger, better-equipped French Army. Guerilla fighters were able to attack their targets and merge back into the civilian population without detection • Giap's tactics included taking advantage of the geography of Vietnam. The ability of the Viet Minh under Giap to move men and materiel through difficult terrain was seen in the key victory over the French at Dien Bien Phu in 1954. For example, for the bombing of Cambodia: • The 'secret bombing' of North Vietnamese army bases in Cambodia (Operation Menu) took place between March 1969 and May 1970. It was ordered by President Nixon and kept officially secret from Congress and the American people until 1972 • In May 1970, Nixon ordered Operation Freedom Deal, a bombing campaign in Cambodia, that lasted until August 1973. In 1973 alone, US planes dropped over 250 000 tons of bombs on communist-held areas of Cambodia.	

Question	
A4 (b)	How far does Source A support the evidence of Source B about the government of Ngo Dinh Diem in South Vietnam? Explain your answer. Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Diem's government was heavily criticised – Source A refers to his 'many errors' while Source B mentions 'discontent', 'frustration' and 'disgust' with his rule
- The sources agree that the domination of Diem's family was a cause of discontent with his government – Source A states that his government 'was dominated ... family' while Source B states that Diem's brother was 'a major source of dissatisfaction.'
- The sources agree that discontent with Diem's government was abetting the growth of the NLF – Source A refers to joining the NLF even though 'I was not a communist' while Source B states that Diem's behaviour 'encourages the communists'.

Points of difference may include:

- The sources differ over the most important cause of criticism of Diem's government – Source A states that 'his most important mistake' was the promotion of Christianity, however Source B states that 'his biggest error' was the promotion of his brother.

Points regarding extent may include:

- There is some difference in emphasis between the sources concerning the main reason for discontent with Diem's government
- The sources agree strongly that Diem's government faced serious criticism and that dissatisfaction was encouraging the growth of communist-led opposition in South Vietnam.

Question	
A4 (c)	Extract C suggests that the main reason for the growing opposition to Diem's government in South Vietnam was the popularity of the communists. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A suggests the communists became popular and led opposition to Diem's government because they were viewed as 'patriots' who would unify the country • Sources A and B indicates that communist propaganda successfully depicted Diem's government as the 'puppet' of the Americans and akin to the 'hated French' • Extract C states that the communists gained popularity because they, rather than Diem's government, were seen as representing the Vietnamese • The communists in the south gained widespread popularity by promising the poor greater fairness. They successfully stressed a nationalist message, promising to end foreign exploitation of Vietnam. Relevant points which counter the view may include: • Source A states that Diem made 'many errors' including favouring the 'Christian religion' that led to a decline in his government's popularity • Sources A and B indicate that Diem's government attracted opposition for favouring his own family • Extract C states that Diem's government became unpopular due to its implementation of the Strategic Hamlets Programme, which caused 'distress to the peasants' • Diem's government was undemocratic and oppressive, characterised by heavily-rigged elections. Opposition grew to his rule because of rampant corruption, e.g. his brother Nhu, a leading government figure, was the richest opium dealer in Vietnam.	

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER the Economic System of Socialism OR the importance of sport in the GDR. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Economic System of Socialism: • The Economic System of Socialism was introduced in 1968 by Walter Ulbricht. It reintroduced centralised planning of the economy and price subsidies to boost economic growth • The Economic System of Socialism concentrated on particular sectors of the economy like electronics and chemicals. It was criticised by high-ranking leaders of the SED and discontinued in 1970. For example, for the importance of sport in the GDR: • The importance of sport in the GDR was demonstrated by the SED's encouragement of mass participation at all ages. It was hoped that sport would contribute to the development of a healthy and productive workforce • Sport was part of the GDR policy to develop a national identity. The success of the GDR team at the Olympic Games in the 1970s and 1980s showed the GDR to be a separate country with its own flag and national anthem.	

Question	
A5 (b)	How far does Source A support the evidence of Source B about opposition to the SED in the late 1980s? Explain your answer. Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that opposition is alarming the authorities – Source A states the SED is 'worried' and Source B states that opposition is 'concerning' the secret police
- The sources agree that western influences are encouraging opposition – Source A refers to the scope of 'West German television and radio' while Source B states that western 'officials' are encouraging opposition groups.

Points of difference may include:

- The sources differ over the aims of opposition to the government – Source A refers to demands for radical change ('The Wall must go!') whereas Source B refers only to those who only wish to 'weaken' the GDR
- The sources differ about the type of person opposing the government – Source A identifies those 'mostly in their teens and early 20s' whereas Source B refers to opposition groups 'formed within the Protestant churches'.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the nature and aims of the opposition to the SED
- The sources agree strongly that opposition, encouraged by events and influences outside the GDR, was of significant concern to the SED in the late 1980s.

Question	
A5 (c)	Extract C suggests that the SED government collapsed mainly because of the influence of Mikhail Gorbachev. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A states that young people chanted the name of 'Gorbachev' in their clashes with the authorities in 1987 • Source B claims that growing opposition to the SED government was partly the result of 'events in other communist countries' that were encouraged by Gorbachev's reforms in the USSR • Extract C refers to the weakness of Honecker's position once Gorbachev had refused to support the SED with 'military' support • Gorbachev's introduction of <i>perestroika</i> and <i>glasnost</i>, also his decision to end the Brezhnev Doctrine, seriously destabilised SED rule. His visit to East Berlin in October 1989 made clear that the GDR had to reform to satisfy the needs of its people. Relevant points which counter the view may include the following: • Source A suggests that the SED government fell because of the demand of East Germans for 'Western-style freedoms' • Source B and Extract C indicate that the Protestant churches in East Germany played an important role in leading opposition to the SED • Extract C suggests that the SED government was failing to deal with 'economic crisis' in the GDR and that many East Germans were preferring to leave for the West instead • The stagnation of the GDR economy in the 1980s, e.g. the chronic shortage of consumer goods, undermined support for the SED. Cutbacks to social spending, e.g. housing, encouraged the young and the skilled to leave at the first opportunity.	

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

Question	Mark scheme
B1 (a)	Explain TWO ways in which the position of the Confederate army before the Battle of Gettysburg (1863) was different from the position of the Confederate army after the battle. Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include the following: • A difference was that the Confederate army was now less strong as there was no further threat of invasion of the north and the image of Lee's invincibility was destroyed • A difference was that the Confederate army's position was weaker because of the heavy casualties it suffered. Its losses may have been as high as 28 000 with a third of Lee's officers being casualties.	

Question	Mark scheme
B1 (b)	Explain TWO causes of the difficulties faced by delegates at the Constitutional Convention in 1787. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was slavery. Slavery was widespread in the states at the time of the convention. At least a third of the convention's 55 delegates owned slaves but many other delegates were strongly opposed to slavery • A cause was the fact most of the delegates attending did so expecting to be working on improving the Articles of Confederation. Their reluctance had to be overcome before a whole new constitution could be agreed. • A cause was the large number of issues on which there were disparate views. There was little consensus on issues such as the power of the executive, the composition and election of the Senate and whether voting should be by PR.	

Question	Mark scheme
B1 (c) (i)	How far did the problems of settling the West change in the years 1803-49? You may use the following in your answer: • Native Americans • the annexation of Texas. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that indicate that there was change may include:

- The Louisiana Purchase removed the problem of opposition from a powerful France, under Napoleon, dominating the Mississippi River and access to the Gulf of Mexico
- The Indian Removal Act (1830) provided a partial solution to the problem of opposition from Native Americans by allowing Jackson to forcibly move them to pre-planned areas in the West and allow more settlers into the area
- Mexican opposition to US settlement in California and Texas was ended by the Treaty of Guadalupe Hidalgo in 1848
- A new problem emerged with the discovery of gold in California in 1848 and the influx of prospectors, resulting in the breakdown of law and order
- The problem of opposition from the British ended as a result of the establishment of the 49th parallel as the border in the West between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

Relevant points that suggest change was limited may include:

- The Louisiana Purchase created open conflict with the Native American tribes which continued throughout the period. Opposition from Native Americans was a problem which was not overcome by 1849
- Problems with the Native Americans continued. Westward expansion by settlers as a result of the Texas War of Independence (1835-36) meant continuing conflict as Native Americans tried to preserve their autonomy
- The logistics of settling in the West continued to be difficult. For example, in 1843 1000 settlers left Missouri and travelled 3200 km to Oregon. They suffered from food shortages, cholera and faced hazardous mountain and river crossings.

Question	
B1 (c) (ii)	How far did life improve for black Americans in the USA in the years 1850-77? You may use the following in your answer: • the Civil War • the 1877 Compromise. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest the life improved may include the following:

- The extent of slavery was limited by the Missouri Compromise, in which it was agreed that there would be no slavery in lands north of latitude 36° 30' that were still awaiting statehood
- The amendments during and after the Civil War were significant. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights and the 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau provided food, housing and medical aid, established schools and offered legal assistance to formerly-enslaved people. It also attempted to settle them on land confiscated or abandoned during the Civil War.

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

- In 1850 a new Fugitive Slave Act was passed. It imposed criminal penalties on anyone interfering with a slave owner's rights to his slaves, and restricted the legal rights of fugitive slaves to a fair trial
- The *Kansas-Nebraska Act* allowed new territories to decide for themselves whether or not to allow slavery within their borders. The *Act* undid the terms of Missouri Compromise, which prohibited slavery north of latitude 36°30'
- The Bureau was not as effective as it should have been because many of the Southern states passed laws called the Black Codes to undermine its work
- After 1869 the Bureau lost most of its funding as a result of opposition to its work by Southern Democrats. Racial discrimination and segregation continued, with many black Americans still living like 'virtual' slaves as sharecroppers
- The Compromise of 1877 allowed the Democrats to take control of the Southern states again. As they were determined to deny black Americans their newly-acquired rights, this was a barrier to increased opportunity.

B2: Changes in medicine, c1848–c1945

Question	Mark scheme
B2 (a)	Explain TWO ways in which medical care in 1948 before the introduction of the National Health Service was different from medical care in 1948 after the introduction of the National Health Service. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- A difference was that there was now a commitment from the government to be responsible for medical care from the cradle to the grave
- A difference was in that with the introduction of the NHS, for the first time there was universal healthcare free at the point of delivery.

Question	Mark scheme
B2 (b)	Explain TWO causes of the development of penicillin. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was the work of Fleming, which identified the ability of penicillin mould to kill bacteria without harming cells • A cause was funding of Florey's research by the US government, which enabled him to develop methods to mass produce the drug • A cause was the development of freeze-drying which meant penicillin could be kept without refrigeration, thus leading to a huge increase in its availability.	

Question	
B2 (c) (i)	How significant were developments in science and technology in improving health in the years 1848-75? You may use the following in your answer: • Public Health Act, 1848 • germ theory. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that it was significant may include:

- Germ theory led to an understanding of why infection after surgery developed and thus to ways in which these infections could be treated
- The discovery of chloroform by Simpson enabled patients to be anaesthetised allowing for more skilful operations
- Lister's work on antiseptics meant that operations could be performed in clean operating theatres using aseptic surgery, thus improving the patients' chances of survival.

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

- Many doctors wanted to continue to do what they had always done and did not want to learn new ways of treating patients. This can be seen in the reluctance to adopt hygienic practices
- It was not clear how germ theory could be used to cure disease
- The Christian Church was opposed to the use of chloroform in childbirth, which impacted on its use
- The work of John Snow demonstrated the link between cholera and polluted water, and helped to prevent disease
- The government had a role in changing medicine, as can be seen by the introduction of the Public Health Acts of 1848 and 1875.

Question	
B2 (c) (ii)	How far did Public Health provision improve in the years 1860-1911? You may use the following in your answer: • germ theory • School Meals Act (1906). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest there was a change may include: • Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health • The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water • The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting • In 1889, the Infectious diseases Act was passed for London and broadened to the whole country in 1899. This led to new isolation hospitals being built to contain infectious diseases • The Liberal welfare reforms of 1906-11 introduced a range of public health improvements, including the provision of school meals for children in poverty. Relevant points that show change was limited may include: • Despite some changes in public health provision, the overcrowding of towns often made it difficult for improvements to take effect • Poverty prevented people from accessing good food and from living in good-quality housing. This often resulted in death during childhood • There was limited medical provision for women in the 1911 National Insurance Act.	

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	Explain TWO ways in which Japan's relationship with the West before the Treaty of Versailles (1919) was different from its relationship with the West after the Treaty of Versailles. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include the following: • A difference was that relations between Japan and the USA worsened. The Japanese had asked for the inclusion of a racial equality clause in the treaty. President Wilson blocked it. • A difference was that Japan felt resentment towards the West because it had wanted to gain parts of China in the Treaty, but this was not agreed.	

Question	Mark scheme
B3 (b)	Explain TWO causes of Japan's wish to set up the Greater East Asia Co-Prosperity Sphere. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was Japan's desire to reach the status of the world's leading power. The establishment of the GEACPS would, in reality, bring the other Asian nations under Japanese control • A cause was Japan's desire to form a strong economic and military bloc consisting of nations within East and Southeast Asia to act against Western colonisation and manipulation • A cause was to acquire access to raw materials. Japan knew that its small geographic area and limited natural resources could not provide for peacetime operations, let alone sustain war against strong Western powers	

Question	
B3 (c) (i)	How far did Japan's economy change in the years 1853-1918? You may use the following in your answer: • the industrial revolution in the Meiji period • The First World War. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest that there was change may include:

- Trade was boosted. The Perry Mission led to more contact with the West as Japan had to abandon its 'closed door' policy. It was forced to open a number of its ports to America and, later, other Western nations
- The Japanese currency was disrupted and inflation created. The treaty resulting from the mission damaged the Japanese economy by bringing in a large amount of foreign money
- There was significant growth in the silk industry. The industry boomed during the industrial revolution of the 1870s and 1880s. The Japanese took advantage to expand their markets when a silkworm disease struck Europe
- Industrial production multiplied five-fold in the last quarter of the 19th century and was encouraged by government grants. This was seen in the iron, steel and ship-building industries in particular
- There was an economic boom during the First World War. Japan used the absence of the war-torn European competitors on the world market to advance its economy, generating a trade surplus.

Relevant points that suggest that change was limited may include:

- Continuity in the importance of, and dependence on, the rice crop for the economy and in the lifestyle of the Japanese peasants
- Continued dependence on the agricultural sector to provide state revenue. During the late 19th century, 80% of government income came from land taxes and this remained at over 50% well into the 20th century
- The continuity of the dependence on overseas markets to provide raw materials such as coal, oil and iron ore.

Question	
B3 (c) (ii)	How far was government policy the main reason why Japanese society changed in the years 1923-45? You may use the following in your answer: • the Public Security Preservation Law (1925) • the War in Southeast Asia (1937–45). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

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

- The introduction of the Universal Law of Male Suffrage (1925) reduced conflict in society by granting the vote to all males over 25. It was an attempt to counter discontent and to keep pace with Western democracy
- The Public Security Preservation Law (1925) virtually eliminated freedom of the press, free speech and free assembly. Japanese society became more compliant and more fearful of attacking the inequitable system of private property
- From 1928, government policy known as Tenko cracked down on unions and encouraged business to work with political leaders in a campaign against the left. Society became more willing to support totalitarianism and militarism
- 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

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

- Attempts to achieve equality were generally resisted by right-wing politicians and militarists. Despite the Election Law, wealthy men continued to dominate politics
- Reconstruction following the 1923 earthquake shook society as rebuilding drained the economy. This favoured the rich, as big corporations exploited the disaster and there was an increase in conflict between rich and poor
- The Great Depression led to changes in society, as a result of the stresses brought about by declining wages and reduced employment.
- The war in Southeast Asia (1938-45) was a vital factor in changing Japanese society. War work, as well as rationing and the black market, gradually led to a deeply-divided society by 1945.

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

Question	Mark scheme
B4 (a)	Explain TWO ways in which China's relations with the Soviet Union in the 1950s were different from China's relations with the Soviet Union in 1965. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one similarity. Indicative content Relevant points may include the following: • A difference was that economic aid stopped. In 1945 the Treaty of Friendship, Alliance and Mutual Assistance had provided Soviet funding to help. China used this in the 1950s to modernise. Khrushchev stopped providing that funding in 1960 • A difference was that before 1960 China and the Soviet Union worked together as communist allies. By the 1960s, Khrushchev's criticism of the Great Leap Forward and China's relations broke the friendship and nearly led to war.	

Question	Mark scheme
B4 (b)	Explain TWO causes of the introduction of Deng's One Child Policy in 1979. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was Deng's concern at the rapid growth of China's population. By 1979 it had risen to 974 million • A cause was the demand that rapid population growth was putting on China's resources. Deng did not believe that China had the resources to provide for such growth • A cause was the failure of other initiatives to reduce population growth, e.g. a voluntary programme that encouraged families to have no more than two children was followed only sporadically.	

Question	
B4 (c) (i)	How far did the threats faced by Chinese governments change in the years 1900-37? You may use the following in your answer: • the 1911 Revolution • the Communists. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that the threats did change may include the following: • The Boxer rebellion began as a new kind of protest against the authorities, as it was the first major rebellion for allowing significant concessions to foreigners • The 1911 Revolution was a new kind of opposition as it was anti-imperialist and based on nationalism and republicanism • The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how China was treated in the Treaty of Versailles • Communist opposition was a new kind of threat, revolving around a revolution led by the proletariat. After the Shanghai Massacres, opposition became increasingly based in the countryside, not in urban areas • Before the withdrawal of Soviet support, opposition to the government was internal. Following the Shanghai Massacres and the Japanese invasion of Manchuria, the threat was external as well. Relevant points that suggest the change was limited may include: • The May the Fourth Movement led to the 'New Tide' which adopted ideas of freedom and equal rights. These were similar to communist opposition in the 1920s • The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China • Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese.	

Question	
B4 (c) (ii)	How far did China's economy strengthen in the years 1965-89? You may use the following in your answer: • The Cultural Revolution • Deng's agricultural reforms. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that there was a strengthening of the economy may include the following: • During the Cultural Revolution, there was a modest increase in agricultural production • Under Deng, the introduction of a profit motive into agriculture led to grain production almost trebling in the years 1978-1989 • Deng's reform of education, industrial changes and adoption of an open door policy for trade brought rapid economic development • The period saw the consolidation of industrial modernisation and the continuation of China's progress towards becoming a significant industrial producer. Relevant points that suggest that there was limited strengthening may include the following: • Economic development was harmed when the Cultural Revolution brought China close to anarchy, with the Red Guards carrying out attacks that, in 1966-76, killed almost 70 000 people in Guanxi province alone • There was a less-educated workforce, and less innovation and development in industry, when many schools and colleges closed down • The economy was harmed when the Cultural Revolution saw the removal of efficient industrial managers, whose loyalty to communism was suspect, and their replacement with managers who lacked expertise and experience • China suffered a significant economic dislocation as a result of the compulsory migration of 20 million young urban Chinese during the Cultural Revolution.	

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

Question	Mark scheme
B5 (a)	Explain TWO ways in which the work of the agencies and commissions of the League was similar to the work of the agencies and commissions of the United Nations. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one similarity. Indicative content Relevant points may include the following: • A similarity was that both organisations believed in supporting workers' pay and conditions and were similar in giving substantial support to the International Labour Organisation • A similarity was the desire to support organisations to work together to solve global social problems. One such area was drug abuse. They were similar in setting specific commissions to deal with the issue of drug abuse.	

Question	Mark scheme
B5 (b)	Explain TWO causes of the UN involvement in Palestine in the years 1947-49. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was the unrest in Palestine where there was increasing violence between Jews and Arabs and the need for the restoration of peaceful co-existence • A cause was the withdrawal of Britain from the area as it found the task of managing the mandate too expensive in lives and money. It handed the mandate to the UN in 1947. • A cause was the outbreak of war after the announcement of the state of Israel in May 1948. The next day the surrounding Arab states attacked Israel and the UN intervened to try to broker a ceasefire and resolution of the dispute.	

Question	
B5 (c) (i)	How significant, in the years 1919-39, was the crisis in Abyssinia (1935-36) in changing the ability of the League to maintain peace? You may use the following in your answer: • the Covenant of the League • Abyssinia (1935-36). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that it was significant may include:

- The Abyssinia crisis underlined the self-interest of major powers such as Britain and France. The Hoare-Laval Pact showed how the covenant was ignored and led to the intentions of the League being questioned
- The impositions of sanctions had little impact on the actions of the Italians, showing, when not all nations were part of the League, that sanctions could not be effective
- The actions that the League of Nations could take did not deter aggressors. Italy merely left the League and suffered no consequences, leading to other nations not being concerned about the consequences of aggressive actions.

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

- The Covenant of the League of Nations set out the scope of its actions when crises arose. The lack of an armed force severely limited its ability to act throughout the period
- For a significant part of the period, the League had largely been successful in keeping the peace and had managed crises such as the Aaland Islands and Corfu effectively
- The crisis in Manchuria highlighted the self-interest of the leading members of the League, which weakened its impact. It suggested that Great Powers would be treated differently, encouraging others to act aggressively
- Hitler's actions, e.g. in rearming, showed the weakness of the league to uphold the Treaty of Versailles and encouraged appeasement. The consequence of these actions, and others, was the outbreak of war
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

Question	
B5 (c) (ii)	How far was the UN weakened by the actions of the USA and the USSR in the years 1967-2011? You may use the following in your answer: • the Yom Kippur War (1973) • Somalia (1991-95). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest it did weaken may include: • The Cold War made cooperation between the five permanent members of the Security Council impossible. Any proposal was regarded by the USA and the USSR in terms of whether it would give the other an advantage • The USSR support for Arab nations in the early 1970s destabilised UN attempts to maintain peace between Israel and Palestinians • The withdrawal of US troops from Somalia in 1994 weakened the UN's operation there, leading to its withdrawal from the country in 1995 • The US-led invasion of Iraq in 2003 weakened the UN, as the USA knew the UN could not prevent it from starting the war • The UN's mission to Sudan was weakened by the lack of involvement of the USA, who were fighting in Iraq. Relevant points that suggest the weakening was limited may include: • The role of the UN in helping to bring an end to the Yom Kippur War was helped by the USA putting pressure on Israel to accept peace terms • US Secretary of State, Kissinger, helped to put into place the UN disengagement force in the Middle East after the end of the Yom Kippur War • The US-led UN forces defeat of Iraq in the first Gulf War showed the success the UN could achieve, if the Security Council worked together.	

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

Question	Mark scheme
B6 (a)	Explain TWO ways in which fighting on land in the Spanish Civil War (1936-39) was different from fighting on land in the Falklands War(1982). Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include the following: • A difference was the use of tanks. They were not used in the Falklands because of unsuitable terrain but were widely used in Spain. • A difference was that the Spanish civil war contained an element of guerrilla warfare, with ambushes and attacks on civilian targets. This did not happen in the Falklands.	

Question	Mark scheme
B6 (b)	Explain TWO causes of the use of 'surgical' air strikes in the 21st century wars in the Middle East up to 2011. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was the ability to prevent loss of innocent life. Surgical strikes involve swift and targeted attacks with the aim of minimum collateral damage to the nearby areas and civilians • A cause was the development of technology which enabled targeted attacks on strategic targets. A cause was the ability to use military intelligence to launch individual strikes on leaders of opposition groups, such as happened with Bin Laden and leaders of terrorist groups in Afghanistan and Pakistan.	

Question	
B6 (c) (i)	How far was the Battle of Britain (1940) the key turning point in the changing nature of aerial warfare in the years 1936-75? You may use the following in your answer: • the Battle of Britain (1940) • Arab-Israeli conflicts. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

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

- The Battle of Britain showed, for the first time, the importance of radar technology in defending against aerial attacks
- The Battle of Britain emphasised the importance of victory in the air for future wars as a means of securing airfields and other strategic targets
- The Battle of Britain showed, for the first time, the importance of co-ordination of forces, with Bomber Command, Fighter Command and Coastal Command playing key roles.

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

- The bombing of Abyssinia was seen to be the turning point in the use of aircraft for terror bombing as before this, planes were not used in this way
- The Blitz was a turning point in the use of night bombing to attack civilian targets
- The dropping of atomic bombs on Japan was the first example of nuclear aerial warfare
- The deployment of intercontinental ballistic missiles from 1957 changed the nature of warfare by making mutually assured destruction possible
- The Six-Day War evidenced the importance of air supremacy in the speed with which the Israeli air force destroyed Egyptian air fields
- The Vietnam War was a turning point in aerial warfare due to the use of chemicals such as napalm, Agent Orange and Agent Blue.

Question	
B6 (c) (ii)	How far was the use of aircraft carriers in the Pacific War (1941-45) a key turning point in the development of sea warfare in the years 1939-2000? You may use the following in your answer: • aircraft carriers in the Pacific War (1941-45) • Falklands War (1982). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

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

- Aircraft carriers changed sea warfare by enabling fighter aircraft to be deployed in island warfare
- The success of the USA at the Battle of Midway emphasised the importance of aircraft carriers in gaining control of the sea in major conflicts
- The use of aircraft carriers in the Battle of Midway showed the importance of qualified mechanics and ground crews in major sea battles. The loss of such troops was disastrous for the Japanese navy.

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

- The development of nuclear submarines from 1952 was a turning point as it allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them
- Nuclear submarines were armed with more powerful weapons, allowing a greater range of fire
- The development of larger, nuclear-powered aircraft carriers after the end of the Second World War allowed for greater geographical range in sea warfare
- The Falklands conflict saw aircraft carriers being used to carry large number of land-based troops and equipment to distant theatres of war
- In the first Gulf War, submarines were used to launch Tomahawk Cruise missiles at targets inside Iraq.

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

Question	Mark scheme
B7 (a)	Explain TWO ways in which the state of Israel before the Six-Day War (1967) was different from the state of Israel after the Six-Day War. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include the following: • A difference was that, territorially, Israel was 350% larger. It had captured East Jerusalem, the West Bank, the Gaza Strip, Sinai and the Golan Heights • A difference was that in the short-term, Israel was more secure. It had defeated combined Arab forces in just six days and seriously weakened the Arab countries' military capabilities.	

Question	Mark scheme
B7 (b)	Explain TWO causes of the failure to achieve peace between Israel and its neighbours in the years 2000-2012. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was the Second Intifada. Provoked by Sharon's visit to Temple Mount, Palestinians launched a wave of violence which made the Israelis take strong measures to defend themselves. There could be no peace in such an environment • A cause was the failure of the Roadmap for Peace after Hamas won control of the Palestinian Assembly. Hamas wanted the complete destruction of Israel and refused to attend peace talks • A cause was the Gaza War (2008-09) in which large areas of Gaza were damaged and over 1000 Palestinians killed. As Hamas was not significantly weakened, the war led to further resentment and reduced chances of peace.	

Question	
B7 (c) (i)	How far did British involvement in the Middle East change in the years 1917-56? You may use the following in your answer: • the Peel Commission (1936-37) • the Suez Canal (1956). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest there was change may include:

- In 1917, British policy was to divide the Ottoman Empire between themselves and France, but a change came with the Balfour Declaration, which was seen as a promise by the British government to help set up a Jewish state
- A major change occurred after the bombing of the King David Hotel in 1946, as a result of which the British asked the UN to take back the mandate and find a solution to governing Palestine
- In 1948, after the UN came up with the Partition Plan, the British withdrew from Palestine. Britain no longer had a policy of stationing troops in Palestine
- There was a significant change of direction by the British in 1956 when they sent troops into Egypt to take over the Suez Canal after nationalisation by Nasser. This was a major change from the previous use of diplomacy.

Relevant points that suggest change was limited may include:

- Throughout the period, the constant British aim was to prevent the region from becoming an area of instability. This was seen in the Peel Commission that suggested partition to maintain peace, though this did not happen at that time
- A major ongoing aim of the British was to protect their economic interests. Of major importance was to ensure the Suez Canal remained open to British shipping, so as to trade with India
- A constant policy of the British was to try to take steps to solve the problem of competing land claims by introducing measures which seemed 'balanced'. So, at times, they restricted Jewish immigration but they also proposed partition
- Throughout the period, the British used military forces to stamp down hard on what they saw as insurrection e.g. the Arab Revolt and measures against Jewish radicals after the King David Hotel bombing.

Question	
B7 (c) (ii)	How far was Kissinger's Shuttle Diplomacy the most significant international intervention in the Middle East in the years 1967-95? You may use the following in your answer: • Kissinger's Shuttle Diplomacy • the Oslo Peace Accords (1993-95). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest Shuttle Diplomacy was the most significant intervention may include:

- Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin, as the two 'sides' would not talk to each other
- Kissinger's negotiations led to both Egypt and Israel agreeing to pull back from the Suez Canal, allowing the UN to set up a demilitarised zone
- Kissinger's negotiations laid the foundations for the exchange visits between Sadat and Begin that led to the Camp David Accords
- Kissinger's negotiations showed the world that the USA was determined to bring about a settlement in the region and gave a belief on both sides that a permanent peace might be achieved.

Relevant points that suggest that Shuttle Diplomacy was not the most significant intervention may include:

- The suggestion to Israel that it take action to reopen the Straits of Tiran was taken by the Israelis as the green light for an attack on Arab countries. The Six Day War which ensued was responsible for enormous land gains by Israel
- In 1970, the Soviet Union began rearming Egypt and sent 20 000 troops to build missile bases. This increased tension between Egypt and Israel
- The Camp David Accords led to both Israel and Egypt recognising each other's states and right to live in peace. Israel withdrew from Sinai and Egypt allowed Israel to use the Suez Canal
- The Oslo Peace Accords of 1993-95 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that there would be a five-year negotiating period in the hope that a permanent solution could be found.

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

Question	Mark scheme
B8 (a)	Explain TWO ways in which the treatment of immigrants in Britain before the passing of the Aliens Restrictions (Amendment) Act (1919) was similar to their treatment after the Act was passed. Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include the following: • A similarity was that both before and after the Act there were restrictions on the movement of immigrants. During the First World War they had to carry a passport to travel in the country and this limitation stayed after the Act • A similarity is that they continued to be treated with suspicion. During the war, some 6,000 men with sons serving were still interned. After the Act non-British citizens had to register with the local police.	

Question	Mark scheme
B8 (b)	Explain TWO causes of the passing of the Immigration Act (1971). Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include the following: • A cause was the growing negativity and resentment towards those immigrating into the UK as a result of the dramatic increase in immigration in the 1950s and 1960s • A cause was the growing campaign to restrict immigration as a result of campaigners such as Enoch Powell, whose 'Rivers of Blood' speech had a major impact on the 1970 election • A cause was the manifesto pledge made by the Conservatives that they would introduce a single system that would control the influx of people coming from all other countries, which included a work permit system for Commonwealth citizens.	

Question	
B8 (c) (i)	How far was the Disabled Persons (Employment) Act (1944) the key turning point in the lives of disabled people in the years 1944-2010? You may use the following in your answer: • the Disabled Persons (Employment) Act (1944) • the founding of the British Council of Organisations of Disabled People (1981). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that the Act was the key turning point may include: • The Act was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established and Disablement Advisory Committees set up • In the Act, employers had to provide work for a quota of disabled persons and reserve a number of future jobs for them. This was very important in getting disabled people into work • Employers had to set up employment and training facilities under special conditions for disabled people whose disability meant they could not get work ordinarily. Relevant points that suggest that the Act was not the key turning point may include: • The 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act • From 1944, disabled children were mostly taught in special schools which failed to equip them with the educational and social skills for adult life. The Warnock Report and comprehensive education placed them in mainstream schools • The British Council of Organisations of Disabled People played a major part in raising awareness by campaigning using the new social model, which said that it was society which made people disabled, not their impairment • In 1995, after years of campaigning by disability activists, the Conservative Government introduced legislation to outlaw discrimination against disabled people • The Equality Act 2010 set out when someone is considered to have a disability and how they are to be protected from disability discrimination.	

Question	
B8 (c) (ii)	How far did the rights of women change in the years 1962-2010? You may use the following in your answer: • employment • the Equality Act (2010). You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that the rights of women changed may include: • Equal Pay was achieved by the Equal Pay Act in 1970, after women, such as the Dagenham machinists, went on strike • The 1972 Equal Employment Opportunity Act banned discrimination on the basis of sex or marital status in the areas of employment • There was a growth in the number of women attending university. The 1975 Sex Discrimination Act and the growth of comprehensive education meant that by 2010 55% of full-time undergraduates were women • The belief in the role of women as stay at home, unequal citizens began to decline when the 1960s saw the growth of the feminist movement and a more liberal attitude in British society • The 2010 Equality Act improved women's rights by making it illegal for women to suffer direct or indirect discrimination, harassment or victimisation because of their sex. Relevant points that suggest that change was limited may include: • Despite the Equal Pay Act, women continue to be discriminated against in terms of pay. In 2010 women generally earned around 20% less than men • Although the number of female MPs rose significantly in the period (less than 3% in 1962 rising to 22% in 2010), women were still considerably underrepresented in political office • Women had not achieved equality in terms of improving their lives through work. In 2010 women were 40% less likely to be able to improve their social status, as a result of employment, than men.	

