



Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE

In History (4HI1/02R)

Paper 2: Investigation and Breadth Studies

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

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

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

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

Question	
A1 (a)	Describe TWO features of EITHER the trench system OR the U-boat threat to Britain. 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 trench system: <ul style="list-style-type: none">• The trench system was a means of defensive warfare during the First World War. From 1914, Allied and German trenches faced each other the length of the front line from the Channel ports to Switzerland.• Trenches were dug in zig-zags to prevent a shell blast killing soldiers over a long distance. They were heavily fortified against attack by lines of barbed wire and machine gun posts. For example, for the U-boat threat to Britain: <ul style="list-style-type: none">• The U-boat threat to Britain refers to the German use of submarines from 1914. German submarines threatened Britain's supply lines, in the North Sea and Atlantic, and tried to sink ships of the British navy.• During 1915, and again in 1917-18, Germany tried to sink all ships entering British ports to starve Britain into seeking a truce. German U-boats sank thousands of vessels during the course of the war.	

Question	
<p>A1 (b)</p>	<p>How far does Source A support the evidence of Source B about the opinions of Serbian nationalists in the years 1909-1914? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that Serbian nationalists viewed Austria as an adversary – Source A refers to the demand for a Greater Serbia which includes Austrian territory while Source B refers to Austria as Serbia's 'greatest enemy' • The sources agree that Bosnia was an issue that greatly concerned Serbian nationalists – Source A refers to Bosnia as being a necessary part of the Greater Serbia while Source B calls 'the annexation of Bosnia' an 'attack' on Serbia • The sources agree that Serbian nationalists were determined to pursue their claims – the language of Source A includes words like 'firmly', 'strongly' and 'demand' while the whole tone of Source B is assertive and aggressive. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source B refers to Serbia's need to 'prepare for war' and to 'fight Austria' but there is no mention of needing to go to war to press their demands against Austria in Source A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some disagreement between Sources A and B in that Source B asserts the need for Serbian nationalists to prepare for war between Austria and Serbia and this is missing from Source A • The sources strongly agree that Serbian nationalists appear determined to satisfy their claims. 	

Question	
A1 (c)	<p>Extract C suggests that Austria's actions were the main reason for the outbreak of the First World War.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source B suggests that Austria's annexation of Bosnia in 1908 helped stoke up tensions in the Balkans in the years before the outbreak of war
- Extract C suggests that Austria was determined to start a war with Serbia in 1914 – it refers to the 'deliberately unacceptable' ultimatum presented to the Serbs following the assassination of Franz Ferdinand
- Extract C suggests that the Austrians were reckless in their actions in the summer of 1914, knowing that an attack on Serbia would 'easily turn a local war in the Balkans into a European one'
- Austrian leaders believed firm action against Serbian claims on Bosnia and Albania was the only means of maintaining the integrity of the Dual Monarchy. Austrian generals urged war on Serbia repeatedly in the years 1909-14, despite its risks.

Relevant points which counter the view may include:

- Sources A and B contain evidence of the aggressive intentions of Serbian nationalists in the years before the outbreak of war; also Extract C refers to Serbian involvement in the assassination of Franz Ferdinand
- Extract C refers to the part played by Germany during the July Crisis, giving backing to Austria and being careless of the 'risk' of a general European war
- Extract C refers to the role of Russia in supporting Serbia in 1914
- It is widely believed that Germany issued Austria with the 'blank cheque' in July 1914 to provoke a European war to further its own interests. The alliance system ensured that Austrian actions in the Balkans resonated across Europe.

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER the Petrograd Soviet OR the Kronstadt Naval Mutiny. 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 Petrograd Soviet: <ul style="list-style-type: none">• The Petrograd Soviet claimed to represent all workers and soldiers in Petrograd. It was established in March 1917 shortly after the February Revolution• The Soviet became a rival for power with the Provisional Government. The Soviet's Order No. 1 instructed soldiers and sailors to obey their officers and the Provisional Government only if they did not contradict its own decrees. For example, for the Kronstadt Naval Mutiny: <ul style="list-style-type: none">• The Kronstadt Naval Mutiny was an unsuccessful uprising against the Bolshevik government. It took place in March 1921 at the major naval base near Petrograd, towards the end of the Civil War but while War Communism was still in operation.• The mutineers passed a resolution protesting against a wide range of Lenin's economic and political policies, including the banning of trade unions. The crushing of the revolt by government forces saw thousands executed and jailed.	

Question	
A2 (b)	<p>How far does Source A support the evidence of Source B about the decision to call the first <i>duma</i>?</p> <p>Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Tsar agreed to call a *duma* against a background of great unrest in Russia – Source A refers to 'strikes, riots and mutinies' while Source B mentions 'strikes almost everywhere' and assassination attempts
- The sources agree the decision to call a *duma* was a reluctant one for Nicholas – Source A suggests that it was decision he would rather not take ('discussed...I signed) while Source B states that he was 'forced to compromise'.

Points of difference may include:

- Source A mentions the role of Count Witte, the Prime Minister, in persuading Nicholas to call a *duma* ('backed this option very strongly') – this is not mentioned in Source B
- Source B refers to the opposition of the Tsarina to the calling of a *duma* which is not mentioned in Source A.

Points regarding extent may include:

- The sources differ on the influence of those surrounding Nicholas in his decision to call the first *duma*
- The sources strongly agree that Nicholas was forced to call the first *duma* because it was the best way of ending the revolution of 1905, even though it was not something he would have wanted to do.

Question	
A2 (c)	<p>Extract C suggests that the political reforms made by Nicholas II, in the years 1905-06, were successful.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Sources A and B refer to Nicholas' establishment of a *duma*, the first representative parliament in Russian history, and to the initiation of 'civil rights' – both successfully secured support from important groups in Russia, e.g. the middle classes
- Extract C refers to the Tsar's use of 'repression' which successfully quietened the revolutionary threat witnessed during the 1905 Revolution
- Extract C refers to the growing stability of the Tsarist system by 1914 and to the receding of opposition to his rule as consequences of his political reforms
- The *duma* was successful, the third, in particular, helping to approve notable reforms. Revolutionary groups struggled to make an impact in Russia after 1906 while groups supportive of the Tsar strengthened.

Relevant points which counter the view may include:

- Sources A and B, and Extract C, suggest Nicholas' lack of commitment to the reforms of 1905-06 – this threatened to undermine their success
- Source B refers to 'revolutionary' opposition in the first *duma*, and Extract C to the ever-present possibility of 'revolutionary disorder...at any time', suggesting that the Tsar's political reforms were not fully successful
- Extract C refers to the continued need for 'stern measures of repression' in Russia before the First World War suggesting that the success of the reforms was partial
- The third and fourth dumas only functioned due to Stolypin's manipulation of the franchise in 1907. Revolutionary activity was driven abroad or underground by oppression but did not go away. In 1914, Russia's political stability was still fragile.

A3: The USA, 1918–41

Question	
A3 (a)	<p>Describe TWO features of EITHER Father Coughlin’s Social Justice campaign OR the Banking Act of 1935.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for Father Coughlin’s Social Justice campaign:</p> <ul style="list-style-type: none">• Coughlin set up the National Union for Social Justice in 1934. It called for a fairer taxation policy• The campaign included trying to win the presidential election in 1936. Coughlin formed the National Union Party but the candidate, William Lemke, was heavily defeated. <p>For example, for the Banking Act:</p> <ul style="list-style-type: none">• The Banking Act gave control of banks to a Board of Governors. The members of this Board were chosen by the President• The Act gave reassurance to people. All banks that participated in the scheme set up by the government could advertise that deposits of up to \$5,000 were insured by a government body called the Federal Deposit Insurance Corporation.	

Question	
<p>A3 (b)</p>	<p>How far does Source A support the evidence of Source B about working women in the USA in the 1920s? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • Sources A and B agree that there is a need for women to go out to work. Source A says 'my man had an operation and I wanted to help pay for it'; Source B says 'I work so my boys have things he can't give them' • Sources A and B agree that women working has an impact on the family. Source A talks about how the woman should have been at home to look after her daughter; Source B talks about the boys having to buy their own lunch. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A says that some women are going to work to pay for necessities, 'my man had an operation and I wanted to help pay for it', whereas Source B seems to be more about extras, 'We also have lots of modern household goods' • Source A suggests that working had a negative effect on the woman working 'stopped work because her health gave out', whereas in Source B the woman says, 'I have felt better since I worked than ever before.' <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There are some similarities between Sources A and B with both mentioning that women going out to work has a positive financial impact on the family • The sources strongly differ about the impact of work on the women themselves. The woman in Source A became ill and regretted working, whereas Source B points out that it made the woman feel positive. 	

Question	
<p>A3 (c)</p>	<p>Extract C suggests that women had better lives in the 1920s.</p> <p>How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points that support the view may include:</p> <ul style="list-style-type: none"> • Source A says that the woman had extra money so could pay for the husband's operation and for clothes • Source B says that the woman lived in a household where 'we also have lots of modern household goods' • Extract C says that women had a better life in the 1920s than they had ever had before, 'Flappers cut their hair short, wore make up, went out unaccompanied and smoked in public' • During the 1920s the number of women in work rose by over one million and their rights increased too. In 1920 they were given the vote. <p>Relevant points to counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that women had difficulties because they felt that they were not caring for their children properly. The woman says 'I made a big mistake' • Source B shows that there was a price to pay for working. The woman got up at 5.30, worked and still had to cook supper at night • Extract C suggests that lives did not improve quickly in the countryside as 'changes were slower' there • At the end of the 1920s, only 12% of married women had jobs and most women were confined to traditional female jobs, such as working as secretaries. 	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER the tactics of General Giap OR the Phoenix Programme. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the tactics of General Giap:</p> <ul style="list-style-type: none">• The tactics of General Giap were essential to the success of the Vietminh against the French. He perfected guerrilla warfare to overcome the superiority of his enemies in men and arms.• Giap's skills in logistics were crucial to the success at Dien Bien Phu. His tactics incurred the losses of many men but ensured that his army was never defeated. <p>For example, for the Phoenix Programme:</p> <ul style="list-style-type: none">• The Phoenix Programme was in operation in the years 1967-72. It undermined the Vietcong's operations in South Vietnam with action against its members and supporters.• Over 81 000 Vietcong suspects were arrested or killed during the Phoenix Programme. The CIA sometimes used torture to extract information.	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the attacks of the Vietcong on US soldiers were often unexpected and unpredictable – Source A refers to not knowing where the rockets fired were coming from, while Source B refers to 'booby traps'
- The sources agree that deaths caused by Vietcong attacks were deeply felt by those that survived – Source A refers to the loss of friends as 'painful', while Source B suggests that the loss of men led to a hardening of attitudes among other comrades.

Points of difference may include:

- Source B suggests that US soldiers were driven into taking reprisals against civilians for the losses sustained in Vietcong attacks – there is no mention of this in Source A
- The sources are about different experiences of the Vietnam War – Source A concerns life for a soldier on a US base in South Vietnam, while Source B describes a Search and Destroy mission in the Vietnamese countryside.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the nature of the soldiers' reactions to the loss of friends
- The sources strongly agree that the loss of close comrades was extremely upsetting and difficult to take.

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

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A and B provide evidence of the random nature of Vietcong attacks and of the effects on morale of those who lost close comrades – this certainly led to a decline in operational effectiveness in Vietnam
- Extract C refers to the opposition to the war at home and there were significant anti-war protests. Morale in the USA declined, criticism grew of those who continued to fight and many refused to be drafted
- Extract C refers to the lack of morale among US soldiers who did not believe in the cause they were being sent to fight for – this contributed to an increasing problem of obedience in the ranks which officers struggled to overcome
- Low morale became a major problem from the late 1960s as the war escalated without any military victory in sight. The increasing death rate and anti-war statements by veterans contributed to the breakdown of discipline in the forces.

Relevant points which counter the view may include:

- Sources A and B refer to the guerrilla tactics of the Vietcong which were a major problem for the US army
- Source B refers to the heavy-handed reprisals of the US army against Vietcong attacks which killed thousands of innocent civilians and led to the falling off in support from the South Vietnamese population
- Extract C refers to the increasing inexperience of US soldiers
- Political considerations were a problem for the US army, e.g. the ability to pursue communist forces into neutral Laos and Cambodia. Massive media scrutiny of the army's actions ensured that every setback and mistake was magnified.

A5: East Germany, 1958-90

Question	
A5 (a)	<p>Describe TWO features of EITHER the impact of the Wall on East Berliners in the years 1961-63 OR the agreements of 1970-72.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the impact of the Wall on East Berliners in the years 1961-63:</p> <ul style="list-style-type: none">• In the years 1961-63, the Berlin Wall prevented 3.5 million East Berliners from travelling to West Berlin. East Berliners were unable to continue working in the western sectors of the city or to maintain contact with family or friends.• The Wall prevented East Berliners from emigrating to the West through West Berlin. From August 1961, East German border guards were ordered to shoot at those attempting illegal crossings of the Wall and many were killed trying. <p>For example, for the agreements of 1970-72:</p> <ul style="list-style-type: none">• The agreements of 1970-72 refers to measures taken to improve relations between the GDR and FRG. The agreements were part of the policy of Ostpolitik initiated by Willy Brandt, the Chancellor of the FRG.• In the treaties of Moscow and Warsaw, the FRG accepted the European borders drawn up after the Second World War. The Basic Treaty of 1972 established formal relations between the FRG and GDR.	

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

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that consumer goods were scarce – Source A refers to 'shortages' and goods being 'unavailable' in the shops while Source B refers to 'scarce' products
- The sources agree that knowing the right people was a means of circumventing shortages – Source A refers to the importance of shop workers 'knowing you' while Source B talks about 'contacts' and 'connections'

Points of difference may include:

- Source A states that the SED was aware of shortages and was taking steps to address them – there is no mention of this in Source B
- Source B suggest that shortages could be overcome in the GDR if you had enough money or the means to barter – this is absent from Source A.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the response of the authorities to shortages and the ways citizens could access the goods they wanted
- The sources strongly agree that consumer goods were in short supply in the GDR in the 1980s and that accessing goods was highly dependent on knowing the right people.

Question	
A5 (c)	<p>Extract C suggests that the GDR failed to deal effectively with the economic problems which it faced in the 1980s.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B, also Extract C, refer to the growing shortages of consumer goods in the GDR and the problems this caused for the regime
- Extract C refers to the GDR having to take out further loans from the FRG which increased its foreign debt
- Extract C refers to the continuing burden of high defence expenditure on the economy of the GDR
- In the 1980s, the GDR was forced to re-sell Russian oil to the West to meet its foreign debts, causing fuel shortages at home. The decline of the GDR economy was so great that Honecker kept it secret from all but the most senior ministers.

Relevant points which counter the view may include the following:

- Sources A refers to the SED acknowledging the shortages of goods and taking steps to address them by encouraging factories to produce more
- Extract C refers to the Five-Year Plan attempting to modernise production in the GDR in order to boost exports and address the problem of rising foreign debt
- Extract C refers to the cuts made to welfare spending to help deal with the GDR's economic problems
- The SED government did attempt to improve the economy by allowing the private sector to play a greater role, e.g. in the manufacture and supply of parts. The selling of political prisoners to the West for hard currency also helped to some degree.

SECTION B: Breadth studies in change

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

Question	
B1 (a)	<p>Explain TWO ways in which States' Rights in 1783 were different from States' Rights in 1800. (6)</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that as a result of the Connecticut Compromise there was now equal representation for all states in the Senate• The Principles of '98 said that individual states could judge the constitutionality of central government laws and decrees, and could refuse to enforce laws deemed unconstitutional. Virginia and Kentucky used these principles.	

Question	
B1 (b)	<p>Explain TWO causes of the Union's success in the Civil War</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements About historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Union was better resourced. It had more men, more manufacturing industry and more railways • The Anaconda Plan was highly effective in preventing the South from gaining access to badly-needed resources • The Union's strategy of wearing down the South by waging war on the population was successful, e.g. Sherman's 'March through Georgia' created terror and demoralised the South. 	

Question	
B1 (c) (i)	<p>How far did the reasons for Westward expansion change in the years 1803-49?</p> <div data-bbox="459 353 1198 562" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Louisiana Purchase (1803)• Manifest Destiny.<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest there was a change may include:

- The expansion into Texas was undertaken for reasons different from those in Louisiana and Florida. In Texas the colonists rose up against oppressive Mexican government, which was the result of the clash of cultures in the country
- A reason for expansion into Mexico was that the Americans believed they could run the territory more efficiently. Around a million square miles of land was gained from Mexico, as a result of the Mexican War
- Expansion into, e.g. Oregon in the 1820s was motivated by a desire to set up farms, increase wealth and have more independence than they had in the east
- The search for gold led to thousands of settlers wanting to go west in the California Gold Rush.

Relevant points that suggest the change was limited may include:

- Government acquiring land for political purposes was a continuing reason. The acquisition of Louisiana by purchase in 1803 and the taking of Florida from the Spanish in 1819 were both examples of this
- A theme of commercialism ran through much of the desire to settle, ranging from colonists trying to have a better life as farmers, to gold diggers looking for instead wealth
- A belief in Manifest Destiny also underpinned much of the migration. Many Americans believed it was their destiny to expand westward
- There was a continuing desire to expand American culture and educate the Native Americans.

Question	
B1 (c) (ii)	<p>How far did the work of the Freedmen's Bureau have the most significant impact in changing the position of Black Americans in the years 1850-77?</p> <div data-bbox="459 389 1123 636" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the compromise of 1850• the Freedmen's Bureau.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest that it was significant may include:

- The Bureau helped deal with the immediate problems of ex-slaves by providing clothing, fuel and temporary shelter for freedmen and their wives and children
- Its role later extended to helping find family members lost during the upheaval of the war. It also provided education to teach ex-slaves to read and write and helped set up schools for African-American children in the South
- The Bureau took a major step in race relations by encouraging black Americans and poor whites to work for plantation owners in a free labour market as employers and employees rather than as masters and slaves.

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

- 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
- The Bureau became less effective after 1869 because it had lost most of its funding as a result of opposition to its work by Southern Democrats
- The compromise of 1850 was important because it amended the Fugitive Slave Act and the slave trade in Washington, D.C., was abolished
- 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 Dred Scott case was a significant step back as the court decided that no black Americans, free or slave, could claim U.S. citizenship.

B2: Changes in Medicine, c1848-c1948

Question	
B2 (a)	<p>Explain TWO ways in which the Public Health Act of 1848 was different from the Public Health Act of 1875.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was the legal requirements of the Acts. In 1848, the act allowed local authorities to improve hygiene, but did not force them to do so. In 1875, the act compelled local authorities to improve hygiene• A difference was the scope of the issues the local authorities were responsible for. In 1848, local authorities were encouraged to build sewers and organise the removal of rubbish. In 1875, the scope was widened to include a Medical Officer.	

Question	
B2 (b)	<p>Explain TWO causes of improvements in care in hospitals in the years 1848-75.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

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 role of Florence Nightingale. Her book, *Notes on Hospitals*, set out recommendations for hospitals including spacing between beds and cleanliness. These ideas led to hospitals becoming more hygienic
- The improvement of nursing. In 1860 a school was set up to train nurses at St Thomas' hospital. This led to better trained nurses who understood about the importance of hygiene in hospitals
- The development of antiseptics. Carbolic acid was used to clean medical instruments and wounds. This meant that the death rate from infection in hospitals dropped.

Question	
B2 (c) (i)	<p>How far did the understanding of the cause of disease change in the years 1848-1905?</p> <div data-bbox="459 315 1123 510" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the bad air theory• the germ theory.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest there was a change may include:

- There was a change in understanding as shown by John Snow whose work proved cholera was water-borne
- Pasteur's germ theory convinced many scientists that bacteria caused human diseases
- Koch used Pasteur's work to discover the bacteria that caused specific diseases, such as TB and typhoid.

Relevant points that suggest the change was limited may include:

- There was resistance to the ideas put forward by Pasteur. Many people, including those who were educated, still believed in the theory of miasma for much of the period
- Lister's antiseptic techniques were not accepted by many doctors
- Pasteur's germ theory was generalised. Koch's discovery that specific bacteria caused specific illnesses was a breakthrough but the discovery of these bacteria was slow
- The continuing use of cures by ordinary people showed that the understanding of the cause of disease was limited. By the end of the 19th century the use of traditional remedies showed limited knowledge of scientific discoveries
- Lack of funding for scientists prevented the development of new ideas and the acquiring of new knowledge.

Question	
B2 (c) (ii)	<p>How significant was the First World War for developments in surgery in the years 1914-48?</p> <div data-bbox="459 344 1123 544" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• transfusions• plastic surgery.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points that suggest that it was significant may include:

- There were improvements in blood transfusion as discoveries in 1915 and 1916 led to improvements in storing blood, and allowed for easier indirect transfusion
- New plastic surgery techniques were developed to deal with the horrific facial injuries some soldiers suffered from. A specialist hospital was set up in Kent for plastic surgery
- New brain surgery techniques were developed such as that by Harvey Cushing which extracted metal from wounds using magnets. He also discovered that it was better to use local anaesthetic than general when operating on the brain
- Excision techniques and the Carrel-Dakin method were developed. It was difficult for hospitals on the fronts in the First World War to recreate aseptic conditions so they had to develop fast techniques to deal with significant injuries.

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

- Plastic surgery techniques became more sophisticated after the First World War, particularly in the treatment of burns, for example the use of saline baths in the Second World War
- During the Second World War doctors started to use blood plasma as a substitute for whole blood. A dried plasma package was developed which made transportation and storage simpler
- Surgical techniques developed in the First World War were limited until the development of penicillin to help prevent the spread of infection
- Improvements in skin graft techniques developed quickly in the inter-war years, for example using pieces of bone to rebuild features and developing methods of grafts and transplants for the eyes.

B3: Japan in transformation, 1853-1945

Question	
B3 (a)	<p>Explain TWO ways in which the way Japan was governed in 1925 was similar to way it was governed after 1931. (6)</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A similarity was the government blocking free speech. The Public Security Preservation Law (1925) made criticism of the emperor a capital offence and after 1931, Tenko meant it was not permissible to speak in favour of communism• A similarity was that the government continued to be repressive. In the 1920s laws were introduced to punish anyone who promoted social conflict. After 1931 a series of plots and assassinations led to increasing military influence over the civil government.	

Question	
B3 (b)	<p>Explain TWO causes of the advance of Japanese influence in China in the years 1895-1918.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

Marking instructions

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

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

Indicative content:

Relevant points may include:

- A reason for the advance was the easy victory over China in the 1895 war. As a result Japan received Formosa and a substantial compensation payment
- Japanese influence was increased by control over China's finances. Japan was able to impose a huge compensation package on China after the Boxer Rebellion
- A reason for the Japanese advance was the Twenty-One demands to China. They included 99-year leases in southern Manchuria and a degree of control over railways there.

Question	
B3 (c) (i)	<p>How far did Japan's economy change in the years 1853-1912?</p> <div data-bbox="459 353 1123 562" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Perry Mission (1853)• the Meiji reforms.<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest there was a change may include:

- Perry's mission and the Treaty of Kanagawa brought in a large amount of foreign money, which disrupted the Japanese currency and resulted in inflation
- The Treaty of Kanagawa sparked other western nations' interest in Japan. Great Britain, Russia, France and the Netherlands signed 'unequal treaties' with Japan
- Under the Meiji, there was a westernisation of the Japanese economy. Missions were sent overseas to learn Western economic practices and Western specialists were brought to Japan to advise in areas from banking to transport and mining
- An impact on the economy under the Meiji was that education was opened up. With a more educated population, Japan's industrial sector grew
- In the early twentieth century there was rapid industrialisation, with the building of industries such as shipyards, iron smelters, and spinning mills. Industrial zones grew rapidly and attracting many rural Japanese into towns.

Relevant points that suggest the change was limited may include:

- Throughout the period, silk continued to dominate Japanese industry. Japan was the world's major producer of silk, producing as much as 60 percent of the world's raw silk
- It continued to be the case that Japan lacked raw materials needed for industry, such as coal, iron ore and oil. Japan continued to import these
- Throughout the period, rural Japan struggled as a result of rent increases and fluctuating commodity prices. Small landowners were often only a couple of poor harvests away from foreclosure and farm workers received only a tiny wage.

Question	
B3 (c) (ii)	<p>How far did the Treaty of Versailles have the most significant impact on Japan's changing relations with the West in the years 1919-1941?</p> <div data-bbox="459 356 1179 562" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Treaty of Versailles (1919)• Manchukuo (1931).<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest that it was significant may include:

- Relations worsened because the Japanese felt that they had not been treated as equals and resented the fact that the treaty did not endorse the principle of racial equality
- Relations worsened because the treaty confirmed many of the Japanese 21 Demands and the ownership of Manchuria, which led to tension in relations during the 1930s
- Relations worsened because the treaty confirmed the 21 Demands, but only in return for restrictions in Japanese immigration into the USA. This confirmed Japanese views that they were being unfairly treated
- Relations worsened because the treaty did not give Japan all the German territories it wanted. The Japanese felt cheated and resentful about this as the gains did not reflect central position that Japan thought it had in Asia.

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

- The treaty only reflected what had the case been before. The Allies already accepted many of the 21 Demands and that Manchuria was under Japanese control. Relations with the US were already poor
- The Washington Naval Treaty worsened relations because it, combined with new immigration laws in 1924, confirmed Japanese views they were not being treated as equals
- The Great Depression and the loss of trade with the USA worsened relations because they led to the invasion of Manchuria, Japan leaving the League, war with China and atrocities such as Nanking in 1937
- Economic sanctions against Japan, the formation of the Tripartite Pact and the bombing of Pearl Harbor worsened relations because they led to war.

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

Question	
B4 (a)	<p>Explain TWO ways in which the way China was governed before 1911 was different from the way China was governed after 1911. (6)</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that before 1911 China had an imperial system and after it had a republic. The Manchus had abdicated• A difference was that there was an autocracy under the Manchus and now the republic was a democracy.	

Question	
B4 (b)	<p>Explain TWO causes of the attack on landlords after Mao became leader of China in 1949.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content: Relevant points may include:</p> <ul style="list-style-type: none"> • One cause was that Mao wanted to introduce collectivisation in China. He could not do this if individuals owned large amounts of land. • Mao needed peasant support to carry out his agricultural reforms. Many peasants were oppressed by their landlords and removing them would reinforce the peasant support which had been during the struggle with the Guomindang. • The concept of individuals owning large areas of land was contrary to communist ideology. Mao wanted the landlords removed and re-educated to accept communist ideas. 	

Question	
B4 (c) (i)	<p>How far did opposition to the Chinese government change in the period 1919 to the beginning of the People's Republic of China in October 1949?</p> <div data-bbox="459 349 1275 555" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the May the Fourth Movement (1919)• the Civil War (1946-49).<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest there was a change may include:

- 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 opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat
- Opposition from the Warlords was a change in opposition. The Warlords were not fighting for principle or any particular group, but instead to protect their own mini-kingdoms'
- Communist opposition to the government took a different form after the Shanghai Massacre was a further change in opposition. From then it was increasingly based in the countryside; previously it was centred in urban areas
- Before the withdrawal of Soviet support, opposition to the government was internal. Following the Shanghai Massacre and the Japanese invasion of Manchuria, opposition was external as well.

Relevant points that suggest the change was limited may include:

- The 4 May 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)	<p>How far did China's economy change in the years 1953-1989?</p> <div data-bbox="459 369 1217 573" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Great Leap Forward (1958)• privatisation under Deng.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest that there was a change may include:

- The First Five Year Plan saw a significant increase in production. China's urban population was heavily involved in construction and production in factories
- The First Five Year plan saw the economy becoming more dependent on Soviet assistance with 10000 economic advisors provided by the Soviet Union. Soviet assistance allowed China to produce nuclear energy to power its industry
- The GLF saw significant change in the economy, with private businesses coming to an end and massive state projects
- The Cultural Revolution led to a fall in industrial production and included the sacking of skilled managers. Grain production fell too and rationing was introduced
- Deng's desire to adopt Western ideas and behaviours led to small-scale businesses being set up as Town and Village Enterprises.

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

- The Great Leap Forward did not have a long-term impact on the economy. Any improvement did not last
- The assistance from the Soviet Union was short-lived as it stopped in 1960 when relations between the two countries soured
- The large factories and other means of production stayed under government control.

B5: The changing roles of international organisations: the league and the UN 1919-2011

Question	
B5 (a)	<p>(a) Explain TWO ways in which the League's role in Abyssinia (1935-36) was different from the UN's role in the Korean War (1950-53).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was the use of force. In Abyssinia the League did not use an army but in Korea the UN used an army to restore peace• A difference was the success of the organisations. The League failed to prevent Italy from taking over Abyssinia as it did not stand up to the aggressor. However in Korea the UN stood up to North Korea and achieved its aims of maintaining the boundaries.	

Question	
B5 (b)	<p>Explain TWO causes of the UN involvement in Palestine in the years 1947-49.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The UN intervened in Palestine as Britain was struggling to control the area after it was given the mandate for Palestine after the First World War • The UN was involved because it was trying to decide how to divide up Palestine and proposed the Partition Plan to deal with the requests of both Palestinian Arabs and Jews • The UN became further involved because war broke out in 1948. In December 1948, it proposed Resolution 194 to deal with the issue of refugees who had been displaced by the war. 	

Question	
B5 (c) (i)	<p>(i) How far did the organisation and decision-making of the League of Nations and the UN change in the years 1919-64?</p> <div data-bbox="459 344 1123 544" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Assembly of the League• the Security Council of the UN.<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points which suggest that there was a change may include:

- Membership criteria changed. The League's was restricted and key countries such as Germany and Russia were not invited to join. The membership of the UN was open to any country which led to an increase in members
- The organisation of peacekeeping changed. The League did not have its own peacekeeping force, but when the UN was formed it was given a peacekeeping force
- The decision-making changed. The Assembly reviewed the League's activities and decisions it made had to be unanimous. The General Assembly of the UN required only a majority vote
- The role of the veto changed. The Uniting for Peace Resolution was passed during the Korean War, allowing the General Assembly to pass a resolution when one of the 5 permanent members used the veto
- The UN had a greater emphasis on humanitarian work than the League, which was reflected in the founding of ECOSOC as one of the main bodies of the UN.

Relevant points that suggest change was limited may include:

- The League and the UN had similar organisational structures. The Assembly became the General Assembly and the Council became the Security Council. The UN had a Secretariat like that of the League, with a Secretary General
- The Council and the Security Council both needed unanimous decisions in order to take any actions. This caused problems for the League over Abyssinia and for the UN during the Cold War
- As with the Council of the League, the Security Council was dominated by the major powers. In the League these were Britain and France, in the UN, the USA and the USSR.

Question	
B5 (c) (ii)	<p data-bbox="456 241 1318 309">ii) How far did the UN's role in Africa change in the years 1960-2011?</p> <div data-bbox="456 344 1123 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 356 1059 389">You may use the following in your answer:</p><ul data-bbox="520 398 815 465" style="list-style-type: none"><li data-bbox="520 398 804 432">• Congo (1960-64)<li data-bbox="520 432 815 465">• Sudan (2005-11).<p data-bbox="480 510 1078 544">You must also use information of your own.</p></div> <p data-bbox="448 584 1394 651">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 674 1378 781">A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points which suggest that there was a change may include:

- The role of the UN became more complex and it worked with other states/ groups to achieve its aims. In Somalia, the USA took on a large role independent to that of the UN and in Sudan the African Union worked with it
- There was a change in the degree of success achieved by the UN, which was high in Congo and Mozambique, but less successful in Somalia and Sudan where the desire between opposing sides to resolve conflict was not as great
- There was a change in the willingness of the key players in the UN to get involved in disputes. Britain and the USA were fighting in Iraq and China had made a deal over oil with Sudan which made UN involvement more challenging
- The extent to which the role was successful differed. In Congo, Namibia and Mozambique the UN's role was successful in helping to unite the countries. However, in Sudan the UN had to accept the country would be divided.

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

- Humanitarian aid was a key feature of all the UN interventions in Africa and was successful in providing help to people in Congo, Mozambique, Sudan and Somalia
- In Congo, Mozambique and Somalia and the Sudan the UN sent in peacekeeping troops to help bring an end to the civil wars
- In all cases the role of the UN was to help disarm both sides in the conflicts
- Part of the role of the UN in nearly all its dealings in Africa had been arbitration, trying to bring the warring sides together through discussions.

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

Question	
B6 (a)	<p>(a) Explain TWO ways in which sea warfare in the Atlantic in the Second World War was different from sea warfare in the Falklands War.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was the use of air cover. In the Atlantic, air cover was limited, whereas, in the Falklands War, aircraft carriers enabled the use of aircraft to protect the ships• A difference was in the Atlantic after 1943 U-Boats could be targeted and destroyed, whereas, in the Falklands War, the Argentinian fleet had no effective defence against submarines, so retreated to shore.	

Question	
B6 (b)	<p>Explain TWO causes of the end of the nuclear arms race.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A reason was the SDI proposed by the USA clearly gave the USA the balance of power. • The USSR could not compete in terms of technology, thus encouraging the end of the arms race • A reason was the USSR could not afford to develop weapons similar to SDI so were keen to take part in discussions with the USA on arms limitation 	

Question	
B6 (c) (i)	<p>How far did guerrilla warfare change in the years 1965-2011?</p> <div data-bbox="459 277 1123 477" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Vietnam War• 9/11.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that suggest there was a change may include:

- In the Vietnam War and Afghanistan, guerrilla attacks were mainly in the countryside, whereas Chechnya and 9/11 involved urban targets
- 9/11 was a totally different kind of guerrilla warfare, which saw attacks by terrorist groups on targets in a foreign country
- Terrorist attacks, such as 9/11, changed guerrilla strategy by increasing it in terms of scale and impact.

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

- Guerrilla warfare continued to be fought by less well-resourced groups against more powerful and well equipped states
- Guerrilla fighters continued to be successful in Vietnam, Afghanistan and Chechnya because of their knowledge of the local area against attackers who were less knowledgeable
- Guerrilla tactics continued to lead to the deaths of civilians, for example South Vietnamese peasants who didn't co-operate with the Vietcong, and the victims of the 9/11 attacks on the World trade Centre
- Tactics used by the Vietcong, Mujahedin and Chechen fighters continued to use relatively small-scale ambushes and attacks on groups of soldiers
- Throughout the period, guerrilla warfare was used as a way to expel foreign invaders, such as the USA in Vietnam, the USSR in Afghanistan and US and British troops in the insurgency following the invasion of Iraq.

Question	
<p>B6 (c) (ii)</p>	<p>How far did land warfare change in the years 1967-2011?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Arab-Israeli conflicts • the first Gulf War. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was a change may include:</p> <ul style="list-style-type: none"> • Land warfare in the Middle East wars was smaller in scale than the Gulf Wars, where the military and economic infrastructure of Iraq was attacked • The length of battles increased with the scale of the attacks. The Six-Day War and Yom Kippur War were brief, whereas the first Iraq War saw a month-long air bombardment before the land attack • Terrorism as a method of land warfare developed with bigger targets • High Tech weapons, such as UAVs, reduced the need for soldiers on the ground and allowed remote warfare in the 21st century. <p>Relevant points that suggest that change was limited may include:</p> <ul style="list-style-type: none"> • The combined use of tanks and air power continued to be significant in victory in the Middle East conflicts and both Gulf Wars • Throughout the period, the use of high-tech weapons did not substantially reduce the dependence on conventional weapons as a means of defeating the enemy • Asymmetric warfare remained the norm with more well-resourced powers, such as the USA and the USSR, fighting against smaller powers in Iraq and Afghanistan • Guerrilla tactics remained significant in the Middle East, Afghanistan and Iraq. 	

B7: Conflict, crisis and change: The Middle East, 1919-2012

Question	
B7 (a)	<p>Explain TWO ways in which the Oslo Peace Accords (1993) were similar to the Roadmap for Peace (2003).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A similarity was the attempt to end violence. In the Oslo Accords the PLO had to renounce violence. In the Roadmap for Peace Palestinians had to end all violence and hand over weapons• A similarity was the requirement for Israel to withdraw from areas it had occupied. In the Oslo Accords it was to withdraw from parts of the West Bank and Gaza. In the Roadmap for Peace Israel had to limit its control in occupied areas.	

Question	
B7 (b)	<p>(b) Explain TWO causes of Israeli success in the Six-Day War (1967).</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A reason was Israel had a superior military force with more technically-advanced equipment, particularly air power, which put them in a stronger position to win • A reason was the destruction of the enemy aircraft on the first day, giving the Israelis control of the air, which was vital in the land war • A reason was the lack of preparation amongst Arab States. They had no coordinated plan of campaign and were over-confident. There was a lack of unity. 	

Question	
B7 (c) (i)	<p>How far was terrorism responsible for change in the Middle East in the years 1917-56?</p> <div data-bbox="459 383 1123 611" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Balfour Declaration (1917)• the King David Hotel (1946).<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points which support the given factor may include:

- Terrorism during the Arab Revolt in the 1930s encouraged the British to review the situation in Palestine, leading to the Peel Commission. Britain now recognised that the mandate would be unable to succeed and partition was necessary
- The bombing of the King David Hotel caused outrage and the increased security necessary made the mandate increasingly expensive to run, turning public opinion against it
- Raids by the Fedayeen on Israel built up tension by causing Israeli reprisals, e.g. in August 1955 a Fedayeen raid, followed by Israeli reprisals, led to Nasser publishing his Czech arms deal and blocking the Straits of Tiran.

Relevant points which challenge the given factor may include:

- The Balfour Declaration of 1917 set out British support for a state of Israel giving the Jews in Palestine, and throughout the world, hope. This led to increased Jewish immigration into Palestine
- Rising Jewish immigration in the 1930s created the need for a change in strategy by the British due to the conflict this was creating with the Arabs
- The Second World War, and the economic pressure it put on the British, led to the mandate being given up and the UN developing the Partition Plan
- Events such as the turning away of the Exodus increased sympathy for a Jewish homeland. The pressure applied by the USA to Britain to find a solution to the crisis encouraged Britain to give up the mandate
- It was the selfish interests of Britain and France that led to the Suez Crisis and the international involvement that followed it.

Question	
<p>B7 (c) (ii)</p>	<p>How far was war responsible for changing relations between Israel and its neighbours in the years 1948-78?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the first Arab-Israeli War (1948-9) • Shuttle Diplomacy (1973-75). <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the given factor may include:</p> <ul style="list-style-type: none"> • The First Arab-Israeli War led to the displacement of thousands of Arabs and the creation of refugee camps. Fedayeen attacks from these camps created tension with Israel and its neighbours • The outcome of the Suez Crisis changed the relations by bringing the USA and USSR into the conflict • The Yom Kippur War led to a growing awareness of the need to create peace between Israel and Egypt, leading to the Shuttle Diplomacy of the USA. <p>Relevant points which challenge the given factor may include:</p> <ul style="list-style-type: none"> • It was the creation of the State of Israel in 1948 that led to Israel's Arab neighbours declaring war in 1948 • Nasser's ambitious Arab Nationalism armed Egypt, which contributed to the outbreak of war with Israel in 1956 • The Cold War exacerbated tensions between Israel and Egypt, as the USA and the USSR provided support for their allies • Terrorism, such as Fatah raids, led to Israeli reprisals that soured relations • The crisis over oil after the Yom Kippur War caused the USA to begin the Shuttle Diplomacy that led to peace negotiations between Israel and Egypt. 	

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