



# Mark Scheme (Results)

November 2021

Pearson Edexcel International GCSE  
History (4HI1/2B)

Paper 2: Investigation and Breadth Studies

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## General marking guidance

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

## How to award marks

### Finding the right level

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

### Placing a mark within a level

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

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

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

# Generic Level Descriptors for Paper 2

## SECTION A Question (a)

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

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

## Section A: Question (b)

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

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

## Section A: Question (c)

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

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

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

### Section B Question (a)

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

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

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

### Section B: Question (b)

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

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

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

## Section B: Question (c)

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

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

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

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

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

Question	
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Anglo-German naval race <b>OR</b> the battle of Passchendaele.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the Anglo-German naval race:</p> <ul style="list-style-type: none"><li>• The Anglo-German naval race began with the passing of the first German Naval Law in 1898. The Law aimed to create a naval force that could compete with the British navy in size and strength.</li><li>• Britain was dependent on having the most powerful navy in the world for the defence of its empire and trade. In the years before 1914, it built a still more powerful fleet, notably the Dreadnought class of battleship.</li></ul> <p>For example, for the battle of Passchendaele:</p> <ul style="list-style-type: none"><li>• The battle of Passchendaele was an Allied offensive on the western front between July and November 1917. It was hoped the offensive would inflict a decisive victory over the Germans before they defeated the Russian army in the east.</li><li>• The battle took place in the heaviest rain seen for 30 years that turned the battlefield into a quagmire. In over three months of heavy fighting, few of the battle's objectives were reached, despite 325 000 Allied casualties.</li></ul>	

Question	
<p><b>A1 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the difficulties faced by the Allied army at Gallipoli in 1915? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that the Allied troops were met with relentless resistance from the Turks – Source A refers to 'assault after assault' while Source B mentions 'day and night we have been attacked'</li> <li>• The sources agree that the topography at Gallipoli hindered the Allied troops – Source A indicates that there were 'not many good landing places' while Source B mentions the 'bushes' in which the Turks sheltered.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A refers to the preparedness of the Turks opposing the Allied troops ('landing places...well placed.') – this is not mentioned in Source B</li> <li>• Source B refers to the weakness of the Allied army ('young and inexperienced') – this is not mentioned in Source A.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some difference in emphasis between Sources A and B over the relative preparedness of the Allied and Turkish forces at Gallipoli</li> <li>• The sources strongly agree that the Allied landings were very difficult due to the stiff resistance of the Turks and the nature of the battlefield.</li> </ul>	

Question	
<b>A1 (c)</b>	<p>Extract C suggests that the Gallipoli campaign failed because of the strengths of the Turks.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A and Extract C indicate that the Turks were thoroughly prepared to defend the landing beaches – Source A refers to 'barbed wire...trenches...machine guns' while Extract C mentions that 'they knew an attack was coming'
- Sources A and B suggest that the Turkish defenders were fully committed to the defence of their country – both refer to continuous attacks
- Both Sources A and Extract C indicate that the Turks had the numbers of men sufficient to drive the Allies away – Source A refers to the importance of 'new Turkish troops' while Extract C mentions the '84 000' men sent to the area
- The Turkish army was staffed by experienced German officers together with younger and gifted Turks who had knowledge of the area, like Mustafa Kemal. The Turkish troops were motivated massively by patriotism in defence of their motherland.

Relevant points which counter the view may include:

- Sources A and B indicate that the topography of the Gallipoli area did not lend itself to such an invasion – Source A refers to the paucity of 'good landing places' while Source B refers to the 'bushes'
- Extract C refers to the difficult conditions ('water was scarce') for the Allied soldiers who made it ashore but were pinned down on the beaches – this made a successful campaign difficult
- Extract C refers to the criticisms made of the Allied generals in considering the failure of the campaign
- The Gallipoli campaign was poorly conceived and over-ambitious. Early naval attacks indicated the strength of Turkish resistance yet politicians, notably Churchill, ignored objections and pressed on with troop landings regardless.

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

Question	
<b>A2 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> Stolypin's policy of repression <b>OR</b> the closure of the Constituent Assembly.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for Stolypin's policy of repression:</p> <ul style="list-style-type: none"><li>• Stolypin's policy of repression began in 1906 following the end of the 1905 Revolution. He sought to weaken opposition to Tsarism and to strengthen the autocracy.</li><li>• Stolypin introduced special tribunals, which speeded up the arrest and conviction of revolutionaries. In 1907, Stolypin amended the electoral laws to lessen the representation of opponents in the Duma.</li></ul> <p>For example, for the closure of the Constituent Assembly:</p> <ul style="list-style-type: none"><li>• The closure of the Constituent Assembly took place in January 1918 after it had met for only one day. The closure was ordered by Lenin, whose Bolshevik Party had seized control of Russia in October 1917.</li><li>• The Constituent Assembly was dominated by parties other than the Bolsheviks, like the Social Revolutionaries. The closure was enforced by Red Guards who barricaded the entrances to the Tauride Palace.</li></ul>	

Question	
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the situation in Russia in 1916? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>

### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that the mood of the Russian people was bad – Source A refers to their 'complaints' while Source B mentions that they are 'unsettled' and the possibility of 'serious unrest'
- The sources agree that food and other shortages were contributing to the difficulties of the people – Source A refers to the long queues outside bread shops and Source B to necessities being 'impossible to find'
- The sources agree that the government was a focus of discontent for the people – Source A refers to the people being 'angered' by the 'mistakes of their leaders' and Source B to the extent of opposition worse than '1905-06'.

Points of difference may include:

- Source A identifies the Tsarina and Rasputin as focuses of criticism and suggests that the Tsar was losing popularity as a result – this is not mentioned in Source B.

Points regarding extent may include:

- Sources A and B differ in emphasis on the damage being done to the reputation of the royal family as a result of the government's failings
- The sources strongly agree that the Russian people were increasingly desperate during 1916 and focusing their anger on their leaders.

<b>Question</b>	
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<b>A2 (c)</b>	<p>Extract C suggests that the main cause of Nicholas II's abdication was his own mistakes.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
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### 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 the discontent with Russia's leaders, who they felt were contributing to their woes – in an autocracy, government failures could only be the fault of the Tsar personally
- Source A refers to the enlarged role of Rasputin in Russia's government during 1916, while both Source A and Extract C refer to the conduct of the Tsarina – both were possible because of the Tsar's weakness and mistakes
- Extract C refers to Nicholas' 'disastrous decision' to take control of the Russian army in 1915
- Nicholas believed firmly in his own autocratic powers but lacked the character and ability to live up to the responsibilities they entailed. His marginalisation of the duma during the war contributed to his isolation during the crisis of February 1917.

Relevant points which counter the view may include:

- Sources A and B refer to the effects of economic problems in Russia that predated Nicholas' reign and were not directly his fault
- Source A refers to the behaviour of Rasputin in bringing Tsarism into disrepute during 1916
- Source A and Extract C refer to the 'German-born' Tsarina ('plotting with Germany') as a focus for popular resentment
- Russia was ill-prepared to endure a long war due to its long-standing backwardness in comparison with other European powers. Problems with transport and agriculture contributed enormously to the political crisis that culminated in February 1917.

### A3: The USA, 1918-41

Question	
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> advertising in the USA in the 1920s <b>OR</b> Hoover's reaction to the Great Depression.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>

### Marking instructions

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

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

### Indicative content guidance

For example, for advertising in the USA in 1920s:

- A feature was that there were many different types of advertising. Advertising appeared in newspapers, magazines, billboards and on the radio
- A feature was that advertising was a big business. By 1929 over half a million people were employed in the industry and over \$2 billion dollars was spent by companies advertising their products.

For example, for Hoover's reaction to the Great Depression:

- A feature of Hoover's reaction was that it reflected his beliefs in laissez-faire, volunteerism and self-reliance. He believed it was not the job of the government to tell people how to live their lives.
- Hoover used a range of methods to help industry and agriculture. He set up the Agricultural Marketing Act and doubled spending on public works.

Question	
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**A3 (b)**

How far does Source A support the evidence of Source B about the beliefs of the Ku Klux Klan in the 1920s? Explain your answer.

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

### Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

### Indicative content

Points of agreement may include:

- The sources agree that the Klan did not like foreigners. Source A says they were 'anti-foreigners' whilst Source B talks about how they want to stop immigration
- The sources agree that the Klan did not like Catholics. Source A says their message was 'Anti-Catholics', and Source B says the Klan wanted to stop the Catholics taking over the Democratic Party.

Points of difference may include:

- The sources differ about the beliefs of the Klan in politics. Source B talks of a desire to increase good government, but there is no mention of this in Source A
- Source A calls the beliefs of the Klan shameful and 'un-American', but Source B suggests that the Klan believed in supporting the real Americans – the children of the early settlers.

Points regarding extent may include:

- There is some disagreement between Sources A and B about the extent to which racial discrimination was central to the beliefs of the Klan
- The sources strongly agree about the Klan's opposition to foreign influence in the USA.

**Question**

**A3 (c)**

Extract C suggests that the Ku Klux Klan had great support in the 1920s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

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

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

### **Marking instructions**

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

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

### **Indicative content:**

Relevant points which support the view may include:

- Source A says the Klan are recruiting and had growing numbers. This suggests that their views were popular
- Source B says the Klan had won support for its ideas, had millions of members and many millions of others who agree with Klan views
- Extract C says that the Klan had 5 million members, including people in important positions
- Klan members included police officers, judges and senators, which meant that the Klan was popular amongst those who made and enforced the law.

Relevant points which counter the view may include:

- In Source A, the recruiter was told that there was no interest in his views
- Source B says that some members have left the organisation, suggesting discontent with it
- Extract C states that the Klan lost support as many Americans considered Klan members to be violent racists.
- By the end of the 1920s, Klan membership had declined significantly as many Americans became disillusioned with its confrontational approach.

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

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Geneva Conference (1954) <b>OR</b> university protests in the USA against the Vietnam War.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the Geneva Conference (1954):</p> <ul style="list-style-type: none"><li>• The Geneva Conference was called to discuss the situation in Indochina following the collapse of French power in the region. It was attended by representatives from France, the USSR, China and the UK, as well as those from Vietnam.</li><li>• The Geneva Accords agreed that Vietnam would become independent from France. Vietnam would also be divided for two years, during which time the country would be demilitarised and prepared for elections to unify North and South.</li></ul> <p>For example, for university protests in the USA against the Vietnam War:</p> <ul style="list-style-type: none"><li>• University protests against the war took place during the mid-1960s as the scale of US involvement in Vietnam increased. Students protested against the Draft and the damage wrought by US actions on the Vietnamese people</li><li>• Most campus protests were peaceful though there was occasional damage to property. At Kent State University in Ohio in 1970, four students were killed during anti-war protests.</li></ul>	

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

## **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that damage has been caused by American bombing – Source A refers to the bridge being 'scarred and twisted' while Source B refers to 'great' damage to 'buildings and communications'
- The sources agree that North Vietnam continued to function despite the bombing – Source A notes that an important bridge was 'still open' and Source B states that the air attacks had 'not greatly disrupted the economy'.

Points of difference may include:

- Source A refers to the difficulties faced by US bombers in hitting their targets accurately ('between two steep hills') – this is not mentioned in Source B
- Source B suggests that Operation Rolling Thunder may have been counter-productive by strengthening 'anti-American feeling' in North Vietnam – this is not mentioned in Source A.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B concerning the impact of Operation Rolling Thunder on morale in North Vietnam
- The sources strongly agree that, while Operation Rolling Thunder caused significant damage in North Vietnam, this did not seriously hamper the North Vietnamese war effort.

Question	
<p><b>A4 (c)</b></p>	<p>Extract C suggests that Operation Rolling Thunder did little to help the USA win the 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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A and Extract C indicate that the effects of US bombing on transport in North Vietnam were not permanent – in Source A, the bridge remained open and Extract C refers to the scale of the efforts to keep communications open
- Extract B and Extract C indicate that the North Vietnamese economy continued to function – Source B states that the bombing did not impact on the economy 'greatly' while Extract C refers to factories being 'rebuilt' outside the cities
- Source B and Extract C refer to how the bombing galvanised the North Vietnamese against the USA – Source B suggests the North Vietnam government used it to fuel propaganda while Extract C shows how one 14 year-old girl was 'just angry'
- Because North Vietnam imported most of its military essentials, supply was not greatly affected by the bombing. TV pictures of the bombings and their effects contributed to anti-war movements both in the USA and outside.

Relevant points which counter the view may include:

- Sources A and B, and Extract C, provide evidence of the scale of US bombing, which had a hugely destructive effect on North Vietnam and limited its capacity to wage war ('1000 US aircraft', 'Massive...attacks', '128 000 tonnes...1966 alone.')
- Source B states that the bombing affected agriculture and caused 'food shortages' in North Vietnamese cities
- Extract C provides evidence of the massive disruption caused by the bombing to the daily life of the North Vietnamese people, so compromising their war effort and morale ('Half of the citizens of Hanoi...countryside', 'Millions ... transportation.')
- US bombing certainly slowed the supply of materiel to the Viet Cong in the south along the Ho Chi Minh Trail, much of which was only operational at night. Rolling Thunder helped pave the way for peace talks to begin in Paris in January 1969.

## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> propaganda and censorship in the GDR <b>OR</b> state visits (1969-87).</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for propaganda and censorship in the GDR:</p> <ul style="list-style-type: none"><li>• Propaganda and censorship were used extensively in the GDR and controlled the ways in which citizens reacted to the regime internally and to the outside world. Free expression was curbed and criticism suppressed.</li><li>• Propaganda stressed the successes of socialism, and the failures of the west, through media such as posters and the Black Channel. Most writers and journalists submitted to censorship.</li></ul> <p>For example, for the importance of state visits (1969-87):</p> <ul style="list-style-type: none"><li>• State visits, by GDR politicians abroad or by welcoming foreign representatives to the GDR, helped gain international recognition for East Germany. They were meant to demonstrate that the GDR was a separate and independent state</li><li>• An important state visit came in 1971, when FRG Chancellor Willy Brandt visited the GDR. State visits followed the signing of the Basic Treaty with the FRG in 1972 with Honecker visiting Austria and Italy, for example.</li></ul>	

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



### **Marking instructions**

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

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

Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that sport was important in the GDR – Source A refers to it as being 'very, very important' while in Source B, the leader of the GDR personally welcomed athletes back after a successful Olympic Games
- The sources agree that sport had a positive effect on the GDR and its people – Source A refers to its role in creating 'unity and pride' while Source B says the successful athletes have 'greatly pleased all our citizens'.

Points of difference may include:

- Source A refers to the official emphasis placed on sport amongst the young in schools and clubs – this is absent from Source B
- Source B refers to the way in which sport was used to enhance the international reputation of the GDR and its socialist system – this is absent in Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B about the importance of sport in the GDR – Source A emphasises its domestic importance to the government while Source B focuses on its international importance
- The sources strongly agree that sport played a crucial role in the life of GDR citizens and of the state.

Question	
<p><b>A5 (c)</b></p>	<p>Extract C suggests that sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source B refers to the use of sporting success that 'strengthened the reputation of the GDR all over the world' and was used for the 'glory of the GDR'</li> <li>• Extract C refers the way in which sport bolstered the international recognition of the GDR as a separate state ('own... flag and national anthem')</li> <li>• Extract C refers to the way in which sporting success demonstrated the 'superiority of communism' ('second in the medal table')</li> <li>• From the 1960s, GDR sporting teams appeared to validate the permanent division of Germany. The enormous success of GDR teams (in athletics, gymnastics and swimming especially) signified the growing divergence of the two German states.</li> </ul> <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> <li>• Sources A and B, and Extract C, provide evidence that sport was important in inculcating a sense of national pride among GDR citizens and in unifying society</li> <li>• Source A and Extract C indicate that sport was important in the GDR for the encouragement of fitness and health ('lessons were two hours long, three days a week')</li> <li>• Extract C refers to the economic advantages of sport in improving 'the performance of the economy'</li> <li>• Sporting clubs, supervised by the state, played a vital role in bringing citizens of the GDR under the control of the state during their leisure time. Suspicions about the 'doping' of GDR athletes increasingly damaged the reputation of the GDR abroad.</li> </ul>	

## SECTION B: Breadth Studies in Change

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

Question	Mark scheme
<b>B1 (a)</b>	<p>Explain <b>TWO</b> ways in which the position of black Americans in 1857 was different from the position of black Americans in 1877.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference concerned slavery. In 1857 slavery was legal in the South, but the 13<sup>th</sup> Amendment in 1865 gave full emancipation</li><li>• A difference concerned the rights of black Americans. In 1857 they had no right to be citizens or to vote. These rights were given in the 14<sup>th</sup> and 15<sup>th</sup> Amendments.</li></ul>	

Question	Mark scheme
<p><b>B1 (b)</b></p>	<p>Explain <b>TWO</b> causes of tensions between large and small states in the 1780s.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was slavery. There were disputes about whether slaves should be counted when calculating the representation of the various states in the lower house</li> <li>• A cause was the rights of individual states. There were arguments about how much power the individual states should have, versus how much power the federal government should have</li> <li>• A cause was representation in the Senate. The small states thought they were under-represented and the Connecticut Compromise was signed to try to resolve the issue.</li> </ul>	

Question	Mark scheme
<p><b>B1 (c) (i)</b></p>	<p>How far was Jefferson's presidency the reason for worsening relations between the Northern and Southern States in the years 1800-70?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Jefferson's presidency</li> <li>• the Kansas-Nebraska Act (1854)</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **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 Jefferson was the main reason may include:

- Jefferson argued that 'all men are created equal', but failed to emancipate his own slaves and so angered those, particularly in the North, who opposed slavery and its extension into the Louisiana Purchase areas
- He presided over the rapid expansion of slavery to the South and West after the Louisiana Purchase as he saw agriculture as the basis of the USA's future. This created further tension between the slave-owning South and the rest of the nation
- Jefferson's Southern Republicans wanted a limited central government and greater provision for states' rights. This created conflict with Federalists in the North who supported a strong central government.

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

- The Missouri Compromise made relations worse. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery. Northerners thought it accepted slavery
- The Kansas-Nebraska Act angered many in the North and the South. It led to a rush to settle Kansas and the outbreak of violence
- The Compromise of 1850 was very significant because it defused confrontation between free states and slave states that had arisen as a result of the Mexican War
- The Civil War was important because it led to open conflict between North and South and a legacy of ill-feeling, particularly over Reconstruction
- The 15<sup>th</sup> Amendment was important as many southerners believed that it was an attempt by the Republican North to reduce the Democrat power base in the South.

Question	
<b>B1 (c) (ii)</b>	<p>How far was the Missouri Compromise the key turning point in dealing with the problems caused by westward expansion in the years 1803-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Missouri Compromise (1820)</li><li>• Manifest Destiny.</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest the Compromise was the turning point may include the following:

- The Missouri Compromise was passed in 1820 admitting Missouri as a slave state and Maine as a free state. This preserved the balance of power and removed a constitutional impediment to further westward expansion
- With the exception of Missouri, this law prohibited slavery in the Louisiana Territory north of the 36° 30' latitude line. So, the Compromise solved the immediate problem caused by slavery
- The Compromise prevented potential conflict over the possibility of spreading slavery to new territories. For 30 years the Compromise worked, initially with two states being admitted together, one slave, one free.

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

- The Missouri Compromise failed to resolve the question of slavery and its place in the nation's future. It was disliked by both Northerners and Southerners and was later declared unconstitutional
- The Compromise did little to dampen growing belief in Manifest Destiny, so the desire to expand American territory westwards was not affected by it
- The Louisiana Purchase was important because it removed restrictions on expansion and allowed expansion beyond Appalachia
- The Transcontinental Treaty solved the problem of the boundary between the USA and Spain enabling Adams to insist that westward expansion could continue to the Pacific Ocean
- The Oregon Treaty was a compromise with Britain that settled disputes over US expansion in the Pacific Northwest.



## B2: Changes in Medicine, c1848-c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which ideas about the causes of disease in 1848 were different from ideas about the causes of disease in 1875.</p> <p><b>Targets: A01 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was that Snow's research in 1854 showed that water could transmit disease. This had not been known in 1848</li><li>• A difference was the development of germ theory. In 1848 miasma theory was accepted as the way in which disease spread, whereas by 1870 the germ theory had disproved it.</li></ul>	

Question	
<b>B2 (b)</b>	<p>Explain <b>TWO</b> causes of improvements in medical treatment in the years 1920-48.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b> Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of penicillin. The work of Fleming in developing penicillin and the subsequent work of Florey and Chain in mass producing the drug led to effective treatment of bacterial infections</li> <li>• The increased role of the government in co-ordinating access to medical treatment from doctors and in hospitals and especially in the creation of the NHS in 1948</li> <li>• The understanding of post-traumatic stress disorder. During the First World War this was called shell shock and little understanding was shown. By the time of the Second War psychiatric hospitals had been set up to care for servicemen.</li> </ul>	

Question	
<p><b>B2 (c) (i)</b></p>	<p>How far did surgery change in the years 1875-1920?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• aseptic surgery</li> <li>• X-rays.</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that there was change may include:</p> <ul style="list-style-type: none"> <li>• X-rays were used from 1895 to identify foreign objects in wounds, which allowed surgery to be more effective. Mobile x-ray units were also developed during the First World War</li> <li>• Blood transfusions were improved allowing for blood to be stored effectively, thus allowing longer operations</li> <li>• During the First World War, it was impossible to recreate aseptic hospital conditions, therefore techniques such as debridement were developed to prevent gangrene by cutting away damages and infected tissue</li> <li>• New plastic surgery techniques were developed by people such as Gillies during the First World War, to deal with the consequences of facial wounds</li> <li>• As antiseptics, such as carbolic, were inefficient when dealing with gas gangrene, the Carrel-Dakin method was developed.</li> </ul> <p>Relevant points that suggest that change was limited may include:</p> <ul style="list-style-type: none"> <li>• Amputation continued to be used to prevent the spread of infection and death</li> <li>• Aseptic surgery continued to be practised as the understanding of microorganisms increased</li> <li>• There was little change in how wounds were stitched. Catgut was used as a ligature as it dissolved after 2 weeks and could be soaked in carbolic acid.</li> </ul>	

Question	
<b>B2 (c) (ii)</b>	<p>(ii) How far did war change the role of women in medicine in the years 1914-45?</p> <div data-bbox="459 405 1123 602" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• nursing</li><li>• the Second World War.</li></ul><p>You must also use information of your own.</p></div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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

### **Indicative content**

Relevant points that suggest that there was change may include:

- During the First World War, women were sent out to the front in VADs. They drove ambulances and acted as nurses in the RAMC. This showed women were necessary to the war effort
- A new military hospital in London during World War I was staffed entirely by women, showing an acceptance of the essential role of women in medicine
- The Second World War opened up opportunities for women to take on new roles and responsibilities, such as carrying out medical examinations on children being evacuated
- The number of female medical students rose from c200 in 1938 to nearly 3000 at the end of the Second World War.

Relevant points that suggest change was limited may include:

- During the First World War, female doctors were not welcomed on the Western Front as the government believed there were enough male doctors
- Attitudes towards female doctors reverted to how they had been before the First World War with women finding it difficult to be employed in hospitals once that war had ended
- During the First World War, women were accepted into the 12 London hospital schools, but after the war, admission to training was more restricted
- During the Second World War fewer female doctors were needed than in the First World War as fewer men were called up.

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

Question	Mark scheme
<b>BX (a)</b>	<p>Explain <b>TWO</b> ways in which Japan's society in 1867 was similar to Japan's society in 1919.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity/difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was that Shinto remained the established religion in both 1867 and 1919</li><li>• A similarity was that Japanese society remained elitist, with deference to the Emperor and the perfect woman still considered as a 'good wife, wise mother'.</li></ul>	

Question	
<p><b>B3 (b)</b></p>	<p>Explain <b>TWO</b> causes of the surrender of the Showa Emperor in 1945.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the atomic bombs dropped on Hiroshima and Nagasaki. The incineration of large swathes of the cities highlighted the futility of continuing the war. To end the war, the emperor had to stand down</li> <li>• A cause was the break-down of law and order; demoralised workers were abandoning factories and acts of sabotage also meant that an orderly society was no longer obeying orders. To restore order, the emperor had to end the war</li> <li>• A cause was the Soviet entry into the war. The leadership did not want to see the role of the emperor abolished. Japan had hoped the Soviets would act as brokers in a peace deal with the Allies. This hope was gone.</li> </ul>	

Question	
<p><b>B3 (c) (i)</b></p>	<p>How far did the economy of Japan decline in the years 1912-41?            You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Great Kanto Earthquake (1923)</li> <li>• the Great East Asia Co-Prosperity Sphere</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest it declined may include the following:</p> <ul style="list-style-type: none"> <li>• In April 1920, there was a plunge in the Japanese stock market and also a dramatic decrease in silk exports. This was accompanied by a slump in industrial production and rapid increase in unemployment</li> <li>• The Great Kanko Earthquake killed almost 200,000 people and destroyed over 500,000 homes. This brought economic activity to a standstill</li> <li>• In 1927, there was a major banking crisis and many banks failed. Over the next few years the number of banks in Japan fell by 50%</li> <li>• As a result of the Great Depression, Japanese exports fell by 50% and unemployment rose dramatically in 1930-31.</li> </ul> <p>Relevant points that suggest that it did not decline may include the following:</p> <ul style="list-style-type: none"> <li>• During the First World War, Japan's economy boomed with exports rising dramatically as European traders were cut off from the East</li> <li>• After the Great Kanko Earthquake, there was a six-year reconstruction programme and over 744 million yen was spent, which stimulated the economy</li> <li>• After 1931, there was an economic boom in Japan as Takahashi Korekiyo's economic policy brought about a devaluation in the yen and deficit spending to boost the economy</li> <li>• After 1937, Japan decided to create the Great East Asia Co-Prosperity Sphere. This brought in raw materials from captured territory, which helped boost industrial production, particularly in industries such as aircraft production.</li> </ul>	



Question	
<b>B3 (c) (ii)</b>	<p>How far was world Depression from 1929 the key turning point in Japanese expansion in East Asia in the years 1895-1937?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Russo-Japanese War (1904-05)</li><li>• world Depression</li></ul> <p>You <b>must</b> also use information of your own</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points that indicate that world Depression was the key turning point may include the following:

- Japan, an island nation with few natural resources, relied on foreign trade. World Depression meant countries no longer imported Japanese luxuries such as silk. Japan had to look to new places for markets, especially in East Asia
- Many people blamed the government for Japan's economic crisis. People lost faith in party governments and became more sympathetic to the military and nationalists. They had more expansive foreign policies
- As a result of world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan to look at a more expansionist policy in East Asia.

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

- World Depression was not the key turning point because it merely extended policies of expansion that were already in place (e.g. in Manchuria)
- The economic crisis was the 1890s was an important event. It led Japan to look for new markets in East Asia and adopt an expansionist approach
- The Russo-Japanese War was important because it was the first victory over a Western power and gave Japan confidence to expand
- The Treaty of Versailles was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China – and soon sought more control in China
- Manchuria was a key turning point because it showed Japan that the markets and raw materials it needed could be easily obtained in East Asia. It was also important as the weak reaction of the League encouraged further expansion.

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

Question	
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which how Mao dealt with political opposition was similar to how Deng dealt with political opposition.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was that strong measures were taken against opposition. Mao sent party members for lengthy periods in re-education camps and Deng used troops to crush protests in Tiananmen Square</li><li>• A similarity was that both tried to control opposition through the use of censorship. Mao stopped criticism in the press after the Hundred Flowers Campaign and Deng stopped criticisms being pinned to the Democracy Wall.</li></ul>	

Question	
<p><b>B4 (b)</b></p>	<p>Explain <b>TWO</b> causes of the unpopularity of the 'Gang of Four' in China.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• One cause was that they had not had the full support of Mao. They were not trusted because Mao's opinion was of such importance to many Chinese people</li> <li>• The Gang of Four's behaviour made them unpopular, especially Jiang Qing, whose over-bearing behaviour during the Cultural Revolution had caused offence</li> <li>• They lost public support in 1976 by actions such as banning state-run media reports of Zhou's death and forbidding public tributes and mourning.</li> </ul>	

Question	
<b>B4 (c) (i)</b>	<p>How significant was the Chinese Communist Party in weakening the Guomindang in the years 1912-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the Chinese Communist Party</li><li>• the Warlords.</li></ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

### **Indicative content**

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

- The failure of the Guomindang to wipe out the Communists in the extermination campaigns and the success of the Long March led to increased support for the Communists and opposition to the GMD
- As a result of Communist opposition Chiang was forced to prioritise defeating the Communists over defeating the Japanese up to 1936. This made him unpopular and lost the party support
- Ultimately, the Communists won the civil war and overthrew the Nationalist government.

Relevant points that suggest that it was not significant may include the following:

- The Communists were not a serious threat to the Guomindang in the 1920s and actually worked with them in the Northern Expedition against the Warlords
- The Warlords were a serious threat to the Guomindang as there were hundreds of them and many had powerful private armies
- Guomindang policies caused opposition. They failed to introduce measures to help the peasants and were considered an elitist party
- The Japanese were a serious threat as they invaded and occupied Manchuria in 1931
- The Japanese went to war with China in 1937. Such was the threat posed to the Guomindang by the war, that Chiang had to work in partnership with his rivals, the Communists.

Question	
<b>B4 (c) (ii)</b>	<p>How far did the position of women in China change in the years 1949-89?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"><li>• the 1950 Marriage Law</li><li>• birth control.</li></ul> <p>You <b>must</b> also use information of your own</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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

### **Indicative content**

Relevant points that suggest change may include the following:

- Mao claimed that women held up half the sky and the Marriage Law of 1950 gave them extra rights, including divorce
- The Electoral Law of 1953 gave women equal voting rights and they were encouraged to become involved in politics
- During the 1950s many women became part of the agricultural/industrial workforce and they were also heavily involved in the Red Guards, thus showing their increased importance
- Deng's education reforms opened the way for women to have more opportunities to be educated to degree level and to study abroad.

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

- There was no real long-term change in attitudes to women. Arranged marriages continued and women who divorced their husbands were looked upon as outcasts
- Women were initially given property rights, but private property was outlawed in the drive for collectivisation, so there was no long-term improvement
- The one-child policy led to killing of baby girls and a reinforcement of beliefs that males were superior
- Deng's move towards a market economy led to women being relegated to menial agricultural production in the countryside and low-paid factory jobs in the towns.



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

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the League's involvement in the Aaland Islands (1920) was different from the League's involvement in Manchuria (1931-33).</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the extent of the success achieved by the League. In the Aaland Islands, the League achieved a compromise between the islanders and Finland which prevented conflict. However, in Manchuria the League failed to prevent Japan from annexing Manchuria</li><li>• A difference was in the ability of the League to deal with the aggressor. In the Aaland Islands, the countries involved were small. In the dispute over Manchuria, Japan was a much stronger and well-armed power, causing the League more difficulty.</li></ul>	

Question	
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the UN's failure to prevent a second Gulf War (2003).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The UN failed to prevent a Second Gulf War due to the determination of the USA to pursue and destroy terrorism with or without the support of the UN</li> <li>• The UN failed because its arms inspection teams were blocked, leading to speculation about the weapons capability of the Iraqi regime</li> <li>• The UN failed because the Security Council was divided and agreements could not be reached about how to prevent the outbreak of war.</li> </ul>	

Question	
<b>B5 (c) (i)</b>	<p>How far did the work of the specialised agencies improve the lives of children in the years 1919-90?</p> <div data-bbox="459 427 1123 667" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• Child Welfare Committee</li><li>• UNICEF.</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

## Indicative content

Relevant points which suggest there was improvement may include:

- The Refugee Commission established by the League helped to resettle millions of refugee children
- The Child Welfare Committee established approaches to the welfare of children that would make an important contribution to the work done by UNICEF
- UNICEF had, by 1980, vaccinated 280 million children against TB and 32 million against malaria
- UNESCO promoted education for all children throughout the world by recommending in 1948 that all members should adopt free and compulsory primary education for all.

Relevant points that suggest improvement was limited may include:

- The Child Welfare Committee's recommendations were resented by many countries who saw child welfare as a national issue
- The Health Organisation set up by the League could only work directly with league members to help tackle disease
- During the 1930s the Child Welfare Committee reported on social problems affecting children, mainly homelessness and poverty. The reports had limited impact
- The work of the UN in improving conditions for children was limited by conflicts in individual nations.

Question	
<p><b>B5 (c) (ii)</b></p>	<p>How far did the UN's approach to peacekeeping change in the years 1947-89?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Palestine (1947-49)</li> <li>• <u>Namibia</u> (1989).</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which suggest that there was a change may include:</p> <ul style="list-style-type: none"> <li>• The size of the UN peacekeeping forces changed, becoming larger during the years 1947-89</li> <li>• The UN's use of force changed, with the UN armed forces used in Korea to restore peace to the country</li> <li>• The involvement of the UN in the internal affairs of countries changed. The UN became involved in the internal affairs of the Congo in order to maintain peace, which had not happened previously</li> <li>• After the Yom Kippur War the Principles of Peacekeeping were set out as a code for all peacekeepers to follow</li> <li>• The type of support for setting up democratic systems changed. UNCIVPOL was a dedicated organisation established to help peacekeeping in Namibia to help to create a democratic state.</li> </ul> <p>Relevant points which suggest that change was limited may include:</p> <ul style="list-style-type: none"> <li>• The aim of the UN was consistently to restore and maintain peace in troubled areas</li> <li>• The peacekeeping role of the UN remained difficult due to the inability to reach agreement between members of the Security Council</li> <li>• The UN continually used resolutions to enable peacekeeping efforts to take place.</li> </ul>	

## SECTION B: Breadth studies in change

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

Question	
<b>B6 (a)</b>	<p>(a) Explain <b>TWO</b> ways in which fighting in the First Gulf War was similar to fighting in the Second Gulf War.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one similarity.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A similarity was the use of air strikes. In the first Gulf War air strikes were used to destroy command and communication bases as well as military targets. In the Second Gulf War aerial bombardment was used to similarly destroy strategic targets</li><li>• A similarity was the use of land warfare to follow up the aerial attacks. In the First Gulf War this was very fast and spread across a wide area. In the Second Gulf War armoured vehicles followed up the air attacks.</li></ul>	

Question	
<b>B6 (b)</b>	<p>Explain <b>TWO</b> causes of the success of guerrilla warfare in Afghanistan.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### Marking instructions

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

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

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

### Indicative content:

Relevant points may include:

- A reason was the support of the local people. The Mujahideen had thousands of bases to operate from, making it hard for Soviet troops to fight conventionally
- A reason was the use of hit and run tactics, attacking Soviet troops and supply lines and disappearing into the local countryside. It was difficult for conventional tactics to target the attackers
- A reason was the nature of the terrain in Afghanistan. It suited the guerrilla tactics of the Taliban and proved too challenging for conventionally-trained Western forces.

Question	
<b>B6 (c) (i)</b>	<p data-bbox="456 248 1321 309">How significant was technology in changing warfare in the years 1919-45?</p> <div data-bbox="456 347 1123 544" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 360 1058 389">You may use the following in your answer:</p><ul data-bbox="555 400 962 461" style="list-style-type: none"><li data-bbox="555 400 962 430">• fighter and bomber planes</li><li data-bbox="555 432 962 461">• nuclear warfare.</li></ul><p data-bbox="480 472 1070 501">You must also use information of your own.</p></div> <p data-bbox="448 584 1394 645"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 674 1378 770"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## **Marking instructions**

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

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

## **Indicative content**

Relevant points that suggest technology was significant may include:

- The technological development that allowed planes to be faster, more mobile and have a wider range allowed blitz and Blitzkrieg tactics to be effective during the Spanish Civil War and the Second World War
- Code-breaking technology led to success in the Battle of the Atlantic in the Second World War, leading to a change in tactics
- The development of faster tanks led to the development of tactical changes, allowing Blitzkrieg to be successful in Europe
- Nuclear technology saw the introduction of the atomic bomb at the end of the Second World War
- The development of radar led to the detection of planes, e.g. in the Battle of Britain.

Relevant points that suggest that technology was not significant / other issues were more significant may include:

- New tactics, rather than technology in submarine warfare, made a greater difference in the Second World War with the use of wolf packs to attack British ships
- The shift in strategy during the Japanese attack on Nanjing, the Spanish Civil War, then the Second World War, saw it being acceptable to target civilians
- The increasing scale of land battles change the nature of warfare, which became more motorised, e.g. the widespread use of armoured vehicles in the vast plains of Russia.

Question	
<p><b>B6 (c) (ii)</b></p>	<p>How significant were submarines in the development of sea warfare in the years 1939-82?</p> <div data-bbox="459 360 1123 557" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• U-boat warfare in the Atlantic</li> <li>• the Falklands War (1982).</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that submarines were significant may include:</p> <ul style="list-style-type: none"> <li>• Submarines were significant in preventing supplies reaching the UK in the Battle of the Atlantic</li> <li>• The development of nuclear submarines from 1952 allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them</li> <li>• Nuclear submarines were armed with more powerful weapons, allowing a greater range</li> <li>• The introduction of Tomahawk cruise missiles enabled much greater precision in the selection of strategic targets.</li> </ul> <p>Relevant points that suggest that the significance of submarines was limited/ other factors were more significant may include:</p> <ul style="list-style-type: none"> <li>• Before the development of nuclear submarine, submarine warfare was restricted by the need for vessels to surface to recharge their power</li> <li>• Aircraft carriers proved very effective in enabling fighter aircraft to be deployed in island warfare</li> <li>• The development of larger, nuclear-powered aircraft carriers allowed for greater range in sea warfare</li> <li>• Aircraft carriers were increasingly used to carry large number of land-based troops and equipment to distant theatres of war, e.g. the Falklands conflict.</li> </ul>	

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

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the role of Arafat in the 1970s was different from his role in the 1990s.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Maximum 3 marks for an answer dealing with only one difference.</b></p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• A difference was the strength of Arafat's leadership. In the 1970s, as the leader of the PLO, he was the undisputed spokesman of the Palestinians. In the 1990s, his leadership was challenged by new Palestinian groups such as Hamas</li><li>• A difference was Arafat's attitude towards Israel. In the 1970s, he was driven by a desire to destroy Israel. By the 1990s he had realised this was unachievable and focused instead on trying to secure peace.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the Gaza War (2008-09).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A reason was Hamas firing Qassam rockets on Israel, causing retaliation in the form of Operation Cast Lead</li> <li>• A reason was the failure of Israel to destroy Hezbollah in Lebanon. Israel needed to make a show of strength to prove it was still a powerful military force</li> <li>• The Israelis were worried that, when Obama took over as US president in 2009, he would not lend them as much support as President Bush had, so if Israel was going to attack Gaza it had to be before January 2009.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p data-bbox="448 253 1423 315">How significant was the Balfour Declaration in bringing about change in the Middle East in the years 1917-56?</p> <div data-bbox="459 365 1123 593" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 376 1059 405">You may use the following in your answer:</p><ul data-bbox="555 416 1018 479" style="list-style-type: none"><li data-bbox="555 416 1018 445">• the Balfour Declaration (1917)</li><li data-bbox="555 450 1018 479">• the Suez Crisis (1956).</li></ul><p data-bbox="480 521 1070 551">You must also use information of your own.</p></div> <p data-bbox="448 629 1394 692"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 723 1378 822"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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

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

## **Indicative content**

Relevant points which suggest it was significant may include:

- The Balfour Declaration led to change by encouraging increased Jewish immigration to Palestine
- The Balfour Declaration upset Arabs who had been given hope by the McMahon-Hussein agreement. The Declaration laid the foundations for Arab uprisings
- The Balfour Declaration helped to establish the terms of the mandate that was given to Britain at the end of the Second World War. This caused dismay to the Arabs.

Relevant points which suggest it was not significant / other issues were more significant may include:

- The Arab uprisings of the 1920s and 30s put pressure on the British who introduced the Peel Commission to investigate the competing claims to Palestine
- The Peel Commission was rejected by the Arabs and led to the Arab Revolt of 1936
- 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
- The Holocaust led to an increased need to provide a homeland for the Jews
- The Suez Crisis brought change as it led to increased involvement of the USA and the USSR in the region and the decline in influence of the UK and France.

Question	
<p><b>B7 (c) (ii)</b></p>	<p>How far did international involvement in the Middle East change in the years 1945-73?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Suez Crisis (1956)</li> <li>• the Yom Kippur War (1973).</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest there was change may include:</p> <ul style="list-style-type: none"> <li>• The British mandate ended in 1947 when the UN took over and introduced the Partition Plan</li> <li>• The Suez Crisis changed international involvement by bringing the USA and USSR into the conflict</li> <li>• Following the Suez Crisis, the USSR began to invest heavily in the Middle East, providing weapons for Egypt</li> <li>• Following the terrorist actions of the early 1970s, international opinion refocused on the need to ensure peace in the region</li> <li>• The Yom Kippur War led to a growing awareness of the need to create peace between Israel and Egypt.</li> </ul> <p>Relevant points which suggest that change was limited may include:</p> <ul style="list-style-type: none"> <li>• Immediately after the Second World War, international involvement focused on negotiating an acceptable partition which continued to be an aim</li> <li>• The UN continued to provide support for the Palestinian refugees</li> <li>• The USA was consistent in its support for Israel.</li> </ul>	

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