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Mark Scheme

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GCSE in 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></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 system of alliances and ententes before 1914 <b>OR</b> the Allied drive to victory (July-November 1918).  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  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.  <b>Indicative content guidance</b> For example, for the system of alliances and ententes before 1914: <ul style="list-style-type: none"><li>• The system of alliances and ententes before 1914 was created by secret treaties signed between the Great Powers. The alliances and ententes detailed the assistance to be given to others in the agreement if they were attacked</li><li>• The Triple Alliance was made up of Germany, Austria-Hungary and Italy, while the Triple Entente involved Britain, Russia and France. These were the two different 'sides' at the outbreak of the First World War.</li></ul> For example, for the Allied drive to victory (July-November 1918): <ul style="list-style-type: none"><li>• The Allied drive to victory was a series of offensives undertaken by French, British and American troops that ended the First World War. The first offensive was the Battle of Soissons, on the Western Front, in July 1918</li><li>• During the Battle of Amiens in August, the German lines began to collapse. Allied troops broke through the Hindenburg Line of German defences in September, leaving Germany open to invasion.</li></ul>	

Question	
<p><b>A1 (b)</b></p>	<p>How far does Source A support the evidence of Source B about Germany's actions at the start of the Second Moroccan Crisis (1911)? 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 Germany sent an armed naval vessel ('gunboat', 'warship') to the port of Agadir at the start of the Second Moroccan Crisis</li> <li>• The sources agree that Germany's actions were planned in advance – Source A refers to already having encouraged German businessmen to complain, while Source B states that the 'plan' was 'carefully thought out'</li> <li>• The sources agree that Germany's actions were motivated by business interests – Source A refers to the desire to keep a rich 'mining and agricultural area' and Source B to the need 'to protect their businessmen'.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B refers to Germany's actions being motivated by the possibility of dividing 'Britain and France' – 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 with regard to the reasons why Germany acted as it did at the start of the Second Moroccan Crisis</li> <li>• The sources strongly agree that Germany planned in advance to send a gunboat to Agadir at the start of the Second Moroccan Crisis.</li> </ul>	

Question	
<p><b>A1 (c)</b></p>	<p>Extract C suggests that Germany's intervention in Morocco in 1911 was mainly for economic reasons.</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 A and Extract C refer to Germany's intervention in Morocco as being motivated by 'mining' and other economic ambitions</li> <li>• Sources A and B state that Germany intervened to protect German businessmen in Morocco</li> <li>• Extract C indicates that Germany desired 'a better share of the economic riches' in Morocco</li> <li>• Germany was determined to build an empire so it could enjoy the same economic benefits as other imperial powers. The Crisis ended when it was compensated with land elsewhere in Africa and German business interests in Morocco were guaranteed.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the protection of German businessmen in Morocco was simply an excuse for German intervention</li> <li>• Source B indicates that Germany's intervention was in order to destroy Anglo-French friendship</li> <li>• Extract C refers to French doubts about Germany's real intentions and the fear in Britain that Germany's intervention in Morocco was part of a strategy to 'achieve European domination.'</li> <li>• Many in France and Britain believed Germany's aim was to destroy their political and military cooperation initiated by the Entente Cordiale. Britain feared that Germany's actions in Morocco were a threat to its navy in the Mediterranean.</li> </ul>	

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

Question	
<b>A2 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> Nicholas II's attitude to the first four <i>dumas</i> <b>OR</b> opposition to the NEP.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  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.  <b>Indicative content guidance</b> For example, for Nicholas II's attitude to the first four <i>dumas</i> : <ul style="list-style-type: none"><li>Nicholas II's attitude to the first four <i>dumas</i> was one of resentment and obstruction. Nicholas accepted a <i>duma</i> after the Revolution of 1905-06 but did not approve of it</li><li>Nicholas believed that the <i>dumas</i> were a challenge to his autocratic power. Nicholas introduced measures that reduced the powers and influence of the third and fourth <i>dumas</i>.</li></ul> For example, for opposition to the NEP: <ul style="list-style-type: none"><li>Opposition to the NEP was present in the Bolshevik Party from its introduction in 1921. Many Bolsheviks believed that the re-introduction of 'capitalist' ideas was a betrayal of the Revolution</li><li>Leading figures like Trotsky were opposed to the re-introduction of private trade and the loosening of state control in the NEP. The conspicuous prosperity of the 'NEPmen' and the 'kulaks' was unpopular.</li></ul>	

Question	
<p><b>A2 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the problems facing the Provisional Government? 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 a problem for the Provisional Government was that it did not have total support in Russia – Source A describes the Soviet as an alternative authority in Russia and Source B refers to opposition from the Bolsheviks</li> <li>• The sources agree that handling the war was a problem for the Provisional Government – Source A states that its 'military' orders were subject to the approval of the Soviet and Source B that the people should oppose its conduct of the war.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A only identifies the Provisional Government's 'military' decisions as being subject to challenge whereas Source B states that it must be opposed in all matters ('completely')</li> <li>• Source B states that the Provisional Government should hand over power entirely to the Soviets – this is absent from Source A.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• Sources A and B differ about the extent to which the Provisional Government should be obeyed</li> <li>• The sources strongly agree a major problem for the Provisional Government was that it did not have the full support of the Russian people, especially with regard to its handling of the war.</li> </ul>	

Question	
<b>A2 (c)</b>	<p>Extract C suggests that the biggest problem facing the Provisional Government was that it lacked authority.</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:

- Sources A states that the authority of the Provisional Government over 'military' matters was to be shared with the Petrograd Soviet
- Source B indicates that the authority of the Provisional Government was under threat from radical opposition groups like the Bolsheviks
- Extract C refers to the Provisional Government's lack of electoral legitimacy and to accusations that it represented mainly the interests of the rich
- The Provisional Government only assumed power upon the Tsar's abdication and delayed elections because of the war. Increasingly, divisions with the Soviet weakened the authority of the Provisional Government.

Relevant points which counter the view may include:

- Sources A indicates that the Provisional Government's authority was challenged only on military matters and suggests that its decisions were obeyed on all others
- Sources A and B refer to Russia's involvement in the First World War, which caused major problems for the Provisional Government
- Extract C refers to the many economic problems faced by the Provisional Government, including shortages of basic goods and inflation
- The Provisional Government faced major problems because the war forced it to delay the demands of the people for radical change. Some of the changes it did introduce (e.g. the relaxation of censorship, industrial reform) only added to its problems.

### A3: The USA, 1918-41

Question	
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> flappers in the 1920s <b>OR</b> the opposition of the Supreme Court to the New Deal.</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, flappers:</p> <ul style="list-style-type: none"><li>• A feature of flappers was that they did not dress in the traditional way. They had shorter skirts, wore make up and bobbed and coloured their hair</li><li>• A feature of flappers was that they challenged the traditional image of women. They behaved independently, for example going on dates without chaperones.</li></ul> <p>For example, the opposition of the Supreme Court to the New Deal:</p> <ul style="list-style-type: none"><li>• A feature of the Supreme Court's opposition to the New Deal was that it involved striking down New Deal legislation, for example, in the Sick Chicken Case, the Court said the NRA had too much power</li><li>• A feature of the Supreme Court's opposition to the New Deal was that Roosevelt threatened to appoint new judges who would be more sympathetic to his policies.</li></ul>	



Question	
<p><b>A3 (b)</b></p>	<p>How far does Source A support the evidence of Source B about Sacco and Vanzetti? Explain your answer.</p> <p><b>Target: AO3 (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 difference 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 Sacco and Vanzetti did not hide their political beliefs. Source A says they admitted to being communists and Source B says the same thing</li> <li>• The sources agree that the trial was not 'fixed'. Source A says it was a thoroughly fair trial and Source B says the authorities didn't stage a trial just to find them guilty.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B says that the trial revolved around them being the 'reddest of Reds', whereas Source A says the trial had 'nothing to do with redness'</li> <li>• Source B says that Sacco and Vanzetti stood no chance of being found not guilty whereas Source A suggests they 'had a thoroughly fair trial'.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some agreement between Sources A and B about the political background of the trial</li> <li>• The sources strongly disagree about the reasons why the men were on trial.</li> </ul>	

Question	
<p><b>A3 (c)</b></p>	<p>Extract C suggests that that Sacco and Vanzetti were convicted because they were foreigners. 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 A mentions that people were saying the two men might have been tried as 'Reds'. Communism was considered un-American</li> <li>• Source B suggests that Sacco and Vanzetti were behaving in an un-American way and that counted against them</li> <li>• Extract C suggests that being a foreigner in the 1920s meant you weren't treated with respect</li> <li>• There was a growth in opposition to immigration at this time, with laws passed to establish quotas restricting it. This shows the prevailing anti-foreigner context in which the trial took place.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the trial was fair and that every consideration was given to Sacco and Vanzetti. So, they received a fair trial despite being foreigners</li> <li>• Source B refers to how Sacco and Vanzetti stood no chance of being found not guilty because Americans at the time were frightened by their political beliefs, not their nationality</li> <li>• Extract C says that there was 'massive support' for the two men. That implies that many Americans were not bothered by their nationality</li> <li>• There was so much public concern about the case that the Governor of Massachusetts set up an independent inquiry, which found that the two men were guilty.</li> </ul>	

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

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> life in South Vietnam under Ngo Dinh Diem <b>OR</b> Hearts and Minds.  <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 life in South Vietnam under Ngo Dinh Diem:</p> <ul style="list-style-type: none"><li>• Life in South Vietnam under Ngo Dinh Diem was characterised by rigged elections, government corruption and nepotism. Diem heavily favoured the Catholic minority of South Vietnamese over the Buddhist majority</li><li>• Diem introduced land reforms to reduce rents and improve cultivation. He attempted to stop Vietcong infiltration in rural areas through the Strategic Hamlet Programme.</li></ul> <p>For example, for Hearts and Minds:</p> <ul style="list-style-type: none"><li>• Winning Hearts and Minds was a strategy used by the USA in order to win the popular support of the South Vietnamese people. It was complementary to winning the war against communism by conventional means, i.e. by military force</li><li>• Keeping the South Vietnamese people safe and secure from Vietcong infiltration was vital to the Hearts and Minds strategy. Social improvements were used by the United States to win Hearts and Minds, e.g. road building and electrification.</li></ul>	

Question	
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about the results of the Tet Offensive? 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

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Both agreement and disagreement must be identified for 5 marks.

### Indicative content

Points of agreement may include:

- The sources agree that the Tet Offensive was a setback for the Vietcong – Source A states that it 'failed to achieve its objectives' while Source B describes it as a 'great defeat'
- The sources agree that many Vietcong guerrillas were killed during the Tet Offensive – Source A states that 'a third' of its forces were killed while Source B states that it suffered 'great losses'.

Points of difference may include:

- Source B refers to the ability of the Vietcong to regroup in Cambodia following the Tet Offensive where the US army were forbidden from following – this is not mentioned in Source A
- Source A states that the Vietcong 'still had the power' to wage war in South Vietnam following Tet whereas Source B refers to it being 'almost destroyed' and needing 'years' to rebuild.

Points regarding extent may include:

- There is some difference between Sources A and B concerning the ability of the Vietcong to continue fighting after the Tet Offensive
- The sources strongly disagree that the Tet Offensive was a failure for the Vietcong and that its forces suffered heavy losses.

Question	
<p><b>A4 (c)</b></p>	<p>Extract C suggests that the defeat of the Tet Offensive was not a victory for the USA.</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 A states that the Vietcong still had the capacity to fight on after Tet and suggests that the US Army was forced to prioritise the defence of South Vietnamese cities at the expense of rural areas</li> <li>• Source B states that Vietcong fighters retreated into Cambodia where they were safe from further US attacks and could still pose a threat</li> <li>• Extract C indicates that the Tet Offensive had a considerable effect on public opinion in the USA and weakened the desire of the US people to fight on</li> <li>• The Tet Offensive was so damaging to the US government that President Johnson eventually decided not to stand again. Though the Vietcong was badly damaged, the North Vietnamese army continued to launch offensives throughout 1968.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A indicates that the US Army maintained control of South Vietnam despite 'the enemy's massive offensive.'</li> <li>• Sources A and B, and Extract C, provide evidence of the considerable losses suffered by Vietcong guerrillas during the Tet Offensive – Source B and Extract C indicate that the Vietcong was weakened for years as a result</li> <li>• Extract C states that, as a result of the Tet Offensive, North Vietnam agreed to take part in peace talks</li> <li>• The US Army won a number of clear victories over the communists during the Tet Offensive, e.g. at Hue. The amount of communist-held territory in South Vietnam was greatly reduced and recruitment to the Vietcong dropped considerably.</li> </ul>	

## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> economic problems in the 1980s <b>OR</b> Gorbachev's visit to the GDR in October 1989.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  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.  <b>Indicative content guidance</b> For example, for economic problems in the 1980s: <ul style="list-style-type: none"><li>• Economic problems in the 1980s included the shortage of consumer goods available to GDR citizens. The planned economy was inefficient and produced high volumes of shoddy and expensive products that were impossible to sell</li><li>• High defence and welfare spending placed great pressure on the finances of the GDR government. In the 1980s, the government cut social welfare benefits, sold Soviet oil abroad and took out loans from the FRG to rescue the economy.</li></ul> For example, for Gorbachev's visit to the GDR in October 1989: <ul style="list-style-type: none"><li>• Gorbachev visited the GDR in October 1989 to mark the fortieth anniversary of the creation of East Germany. He was greeted enthusiastically by crowds of young East Germans hoping he would support reform of the political system</li><li>• During his visit, Gorbachev urged Honecker to reform and refused him the support of the Soviet Union to crush anti-government demonstrations in the GDR. Honecker stepped down less than two weeks after Gorbachev's visit.</li></ul>	

Question	
<p><b>A5 (b)</b></p>	<p>How far does Source A support the evidence of Source B about women 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>
<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 women in the GDR were responsible for looking after the home and children – Source A refers to 'their duties as mothers and housewives' while Source B states that in the home, 'the main burden is carried by women'</li> <li>• The sources agree that many women in the GDR work – Source A refers to 'women in work' while Source B states that childcare must be improved so that 'women can still go out to work'.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that men are unsympathetic to the difficulties facing women in the GDR ('instead of helping women') while Source B refers to men 'sharing domestic responsibilities'</li> <li>• Source B refers to the granting of equal legal rights to women in the GDR – this is absent in Source A.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some difference between Sources A and B about the level of sympathy and support given to women in the GDR by men</li> <li>• The sources strongly agree that women in the GDR faced the dual 'burden' of having to work, and take on the responsibilities of child-raising and the home.</li> </ul>	

Question	
<b>A5 (c)</b>	<p>Extract C suggests that the lives of women in the GDR had improved enormously by 1987.</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 suggests that party leaders were aware of the difficulties facing women in the GDR and were anxious to address discrimination ('men invent reasons that are supposed to prove...')
- Source B refers to the attainment by women of 'equal legal rights' in the GDR and to the need to do more to assist them ('to enable...rights', 'to improve childcare')
- Extract C refers to the improvements made to family benefits and allowances in the GDR and to other legal gains ('entitled to one day off work...household duties.')
- The Family Code of 1966 provided for a woman's right to control her own life, e.g. widening access to divorce. The policy of equal rights for women was driven both by socialist ideology and the economic imperative that more women should work.

Relevant points which counter the view may include the following:

- Sources A and B refer to the dual burden facing many women in the GDR of having both to work and take on responsibility for looking after children and the home
- Source A refers to the discriminatory attitudes faced by some women in work in the GDR ('women have less understanding...business problems.')
- Extract C states that many women in the GDR were trapped in 'low-skill jobs' and suggests that they were passed over for promotion
- The support for the family provided by the state was mainly targeted at mothers, preserving the traditional idea of women as homemakers. Despite legal equality, women still faced discrimination in work and no woman ever sat in the Politburo.



## 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 attitudes to federal government before Shays' Rebellion (1786) were different from attitudes to federal government after Shays' Rebellion. (6)</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 was the attitude to the power of the federal government. After Shays' rebellion there was an acceptance that there should be an increase in the power of the federal government to allow it to take measures against further uprisings</li><li>• A difference was the attitude towards a national constitution. Before Shays' rebellion there was some opposition to a national constitution as it would undermine the rights of individual states. After the rebellion there was greater support for one.</li></ul>	

Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of Custer's defeat in the Battle of the Little Bighorn (1876).</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### 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 cause was Custer not following orders. His orders were to locate the Sioux encampment and wait for reinforcements but instead Custer launched a surprise attack
- A cause was that Custer's forces were heavily outnumbered. Custer did not realise that he was facing a force of three thousand Sioux warriors
- A cause was Custer's decision to force-march his men through the mountains. His troops and horses were exhausted before the battle started.

Question	Mark scheme
<p><b>B1 (c) (i)</b></p>	<p>How significant was the Louisiana Purchase for the Westward expansion of the United States in the years 1803-61?</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 Louisiana Purchase (1803)</li> <li>• the California Gold Rush (1849).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of  the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **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 the Louisiana Purchase was significant may include:

- The Purchase doubled the size of the USA. It brought nearly a million square miles of territory into the Union and meant that Westward migration was easier. Settlers had free access to the Mississippi River and the strategic port of New Orleans
- The Purchase removed the threat of having a powerful France, under Napoleon, dominating the Mississippi River and access to the Gulf of Mexico
- The Purchase led to open conflict with the Native Indian tribes. They had not been consulted and, in time, they were removed from lands east of the Mississippi, culminating in the Trail of Tears.

Relevant points that suggest the significance was limited may include:

- The Purchase was controversial with many opposing it, saying that Jefferson had overstepped his authority and federalists being particularly opposed and trying to block the Purchase
- During the California Gold Rush, hundreds of thousands of migrants poured into California, bringing rapid economic growth and prosperity. The significant increase in population and infrastructure allowed California to qualify for statehood in 1850
- The Indian Removal Act, (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the West and allow more settlers into the area
- Mexican opposition to US expansion into Florida, California and Texas was ended by the Treaty of Guadalupe Hidalgo in 1848, removing an obstacle to expansion
- Tension with the British ended as a result of the establishment of the 49th parallel as the border in the West between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

Question	
<b>B1 (c) (ii)</b>	<p data-bbox="448 253 1235 320">How far was the Civil War the key turning point in settling the issues created by slavery in the years 1850-77?</p> <div data-bbox="448 365 1184 607" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 376 927 443">You may use the following in your answer:</p><ul data-bbox="608 450 995 517" style="list-style-type: none"><li data-bbox="608 450 995 483">• the Compromise of 1850</li><li data-bbox="608 490 995 517">• the Civil War.</li></ul><p data-bbox="459 528 991 595">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 689 1394 757"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 790 1378 900"><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.

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**Indicative content**

Relevant points that suggest the Civil War was the key turning point may include the following:

- The Civil War brought to an end the long-running disputes between free-soilers and those who wanted to expand slavery into new states
- Lincoln's statement in 1863, that one of his primary objectives in fighting the war was to end slavery, meant that a victory for the North ensured slavery would end
- The Civil War enabled the adoption of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, ending slavery forever in the United States and consequently settling the issue.

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

- The bitterness created during the fighting made it more difficult to settle future disputes, especially as the South saw measures such as the Emancipation Proclamation as an attack on its way of life
- The 1850 Compromise was significant because it established the principle that Congress could make laws regarding slavery
- The Kansas-Nebraska Act, in effect, repealed the Missouri Compromise of 1820 by allowing white male settlers in those territories to determine, through popular sovereignty, whether they would allow slavery
- The establishment of the Freedmen's Bureau, providing advice on education and employment for former slaves, showed the government's commitment to ending slavery
- Racial discrimination and segregation continued after the Civil War, with many Black Americans still living as 'virtual' slaves.

## B2: Changes in medicine, c1848-c1948

Question	
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which surgery in 1905 was different from surgery in 1920.</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 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 provision of blood for operations. In 1905, it was not possible to store blood but, by 1920, blood could be stored for up to 4 weeks</li><li>• A difference was improvements in techniques. In 1905, skin grafts were often rejected by the body but, by 1920, due to the development of the pedicle tube, skin grafts were more successful.</li></ul>	

Question	
<p><b>B2 (b)</b></p>	<p>Explain <b>TWO</b> causes of the development of penicillin 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></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Penicillin developed due to the work of Fleming, which identified the ability of penicillin mould to kill bacteria without harming cells</li> <li>• Penicillin developed due to Florey refusing to patent the drug, meaning further development costs did not rise</li> <li>• Penicillin developed due to the funding of Florey's research by the US government, which enabled him to develop methods to mass produce the drug.</li> </ul>	



Question	
<b>B2 (c) (i)</b>	<p data-bbox="456 248 1286 282">How far did medical treatment change in the years 1848-75?</p> <div data-bbox="456 315 1123 519" style="border: 1px solid black; padding: 5px;"><p data-bbox="480 327 1059 360">You may use the following in your answer:</p><ul data-bbox="552 371 756 439" style="list-style-type: none"><li data-bbox="552 371 724 405">• hospitals</li><li data-bbox="552 405 756 439">• antiseptics.</li></ul><p data-bbox="480 450 1070 483">You must also use information of your own.</p></div> <p data-bbox="448 562 1394 618"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 663 1378 763"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

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

- Hospitals became cleaner, and nurses better trained, due in part to the work of Florence Nightingale
- Infirmaries were opened, allowing a wider range of people to have access to a doctor
- Elizabeth Garrett-Anderson becoming the first female doctor and member of the BMA opened the doors for more women to become doctors
- Chloroform was used to provide pain relief for childbirth
- Developments of antiseptics including the carbolic spray invented by Joseph Lister reduced the risk of cross-infection.

Relevant points that suggest change was limited may include:

- Herbal remedies and cure-alls continued to be popular treatments, especially for those who could not afford to pay for a doctor
- All Doctors continued to be male. Most people still had to pay to see a doctor, limiting the numbers of people who had access to medical treatment
- Koch's work allowed for the identification of micro-organisms responsible for various diseases, but few treatments were developed for specific illnesses.

Question	
<p><b>B2 (c) (ii)</b></p>	<p>How far did public health provision change in the years 1848-75?</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Public Health Act (1848)</li> <li>• the work of Snow.</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 a change may include:</p> <ul style="list-style-type: none"> <li>• Snow's work demonstrated the link between cholera and infected water, which led to local authorities enacting improvements</li> <li>• Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health</li> <li>• The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water</li> <li>• The 1866 Sanitary Act ensured that towns had to employ inspectors to check on water supplies and drainage</li> <li>• The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting.</li> </ul> <p>Relevant points that suggest change was limited may include:</p> <ul style="list-style-type: none"> <li>• Despite some changes in public health provision, the overcrowding of towns made it difficult for improvements to take effect</li> <li>• The 1848 Public Health Act had limited impact as local authorities were not compelled to put the suggestions into action, and its terms were temporary</li> <li>• Many scientists clung to the bad air theory and the limited scientific evidence of other theories meant it was difficult to persuade local politicians of the need to enforce public health changes.</li> </ul>	

### B3 Japan in transformation, 1853–1945

Question	
<b>B3 (a)</b>	<p>Explain <b>TWO</b> ways in which Japan's economy in 1919 was different from Japan's economy in 1931. (6)</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>• In 1919, Japan was enjoying an economic boom with high rates of growth and inflation but, in 1931, there was low growth and economic depression</li><li>• In 1919, Japan made money from selling silk abroad. However, the impact of the Great Depression meant that, in 1931, silk exports collapsed.</li></ul>	

Question	
<b>B3 (b)</b>	<p>Explain <b>TWO</b> causes of the modernisation of Japan in the years 1853-95.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Perry Mission brought about an enforced opening up of Japan leading to an acceptance of western ideas</li> <li>• The fall of the Tokugawa led to the Meiji Restoration with a more modern approach to industrialisation and culture</li> <li>• The Meiji Constitution modernised the way Japan was governed by establishing clear limits on the power of the executive branch and the Emperor. It also created an independent judiciary and granted civil rights and civil liberties.</li> </ul>	

Question	
<b>B3 (c) (i)</b>	<p data-bbox="448 253 1257 286">How far did Japanese society change in the years 1912-45?</p> <div data-bbox="448 331 1311 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 342 1038 376">You may use the following in your answer:</p><ul data-bbox="608 387 959 454" style="list-style-type: none"><li data-bbox="608 387 959 421">• the Taisho Democracy</li><li data-bbox="608 421 959 454">• Konoe's New Order.</li></ul><p data-bbox="459 510 1062 544">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 656 1394 723"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 745 1378 846"><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 there was change may include the following.

- In the Taisho Democracy, a greater openness and desire for representative democracy took hold. Literary societies, mass-audience magazines, and new publications flourished. There was a thriving music, film, and theatre culture
- In the late 1920s, Japanese society became more fearful of attacking the inequitable system of private property. The Public Security Preservation Law (1925) limited free speech
- Society became more willing to support totalitarianism and militarism. From 1928, Tenko encouraged business corporations to work with political leaders in a ruthless campaign against the left
- Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences
- The war in Southeast Asia (1938-45) changed Japanese society. War work, as well as rationing that caused black markets in commodities and jobs, gradually led to a deeply-divided society by the time of the Japanese surrender.

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

- 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'
- Attempts to achieve equality were generally resisted by right-wing politicians and militarists. Despite the Election Law, wealthy men continued to dominate politics
- Basic freedom continued to be restricted, e.g. censorship of the press.

Question	
<b>B3 (c) (ii)</b>	<p data-bbox="448 271 1214 338">How far was war responsible for Japan's emergence as a world power in the years 1895-1945?</p> <div data-bbox="448 383 1310 633" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 394 1038 427">You may use the following in your answer:</p><ul data-bbox="608 439 1150 506" style="list-style-type: none"><li data-bbox="608 439 1150 472">• industrial revolution in the Meiji period</li><li data-bbox="608 472 1150 506">• expansion of the Japanese empire.</li></ul><p data-bbox="459 551 1062 584">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 696 1390 763"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 786 1382 898"><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 support the given factor may include the following.

- In 1904-05, the Japanese defeated Russia. This was the first defeat of a European power by an Asia country and established Japan as an emerging power
- As a result of its participation in the First World War, Japan gained German territories in the Pacific. These became major Japanese strongholds in the Second World War
- During the 1930s, Japan adopted a policy of militarism, which resulted in the annexation of Manchuria and the acquisition of Chinese territory in the Sino-Japanese Wars
- After the attack on Pearl Harbour, Japan completed its formation of the Great East Asia Co-Prosperity Sphere by occupying large areas of Asia.

Relevant points that challenge the given factor may include the following.

- War was not that significant because, in the Treaty of Versailles, the Allies made it clear that they did see Japan as an equal partner. This was also seen in the Washington Naval Agreement
- War ultimately destroyed Japanese power with the defeat in the Second World War, after the dropping of the two atomic bombs
- Japan's emergence as a world power was based on the industrial revolution that took place in the Meiji period. The government built railways, improved roads and used over 3000 Western teachers to improve education
- Diplomacy played a significant role in Japan's emergence, as witnessed in the Anglo-Japanese Treaty, the Treaty of Versailles, the Washington Naval Agreement and the Tripartite Agreement.

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

Question	
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which the role of women in China in 1949 was different from the role of women in China in 1963.</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 (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 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 women had more social rights in 1963 than they had in 1949. In 1949, women had few rights. In 1963, they had equal rights to request a divorce and they were allowed rights to own, buy and sell property</li><li>• A difference was that women were more involved in politics. In 1949, women played little part in politics. In 1963, they were officially encouraged to participate in politics at national and local levels.</li></ul>	

Question	
<p><b>B4 (b)</b></p>	<p>Explain <b>TWO</b> causes of student unrest in China in the years 1986-89.</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>• Students were unhappy because they lived in poor conditions and had to pay high rents. They also had poor job prospects. They blamed this, and the high prices of commodities, on government policies</li> <li>• Deng's rejection of democracy angered students and led to protests. Prof Fang Lizhi used student protest to open up academia with western style freedoms of speech and the press, but Deng Xiaoping cracked down on this causing further resentment</li> <li>• The resignation, and later death, of Hu Yaobang led to the Tiananmen Square demonstrations.</li> </ul>	

Question	
<b>B4 (c) (i)</b>	<p>How far did the influence of the Soviet Union in China change in the years 1921-89?</p> <div data-bbox="448 383 1390 633" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the United Front</li><li>• the Sino-Soviet split.</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **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:

- Soviet influence began to grow in the early 1920s when Mikhail Borodin helped reorganise the GMD. It also encouraged the CCP (which it financed) to co-operate with the GMD in the United Front against the warlords
- Soviet influence declined in the 1920s and 30s because Mao wanted a rural-based revolution, whereas the Soviet Union preferred a communist revolution in the cities. This lost the CCP support
- Soviet influence grew when Japan's intervention in Manchuria and eastern China resulted in the Soviet Union providing military equipment to support both the GMD and the CCP
- After the CCP won the civil war Soviet influence increased significantly. As a result of the 1950 Treaty, the Soviet Union provided loans and 'advisers' and helped China develop nuclear energy
- Relations between Mao and the Soviet Union broke down in the late 1950s. Khrushchev called the GLF 'foolish' and failed to provide promised nuclear hardware. Mao criticised the Soviet Union, resulting in the Sino-Soviet split.

Relevant points that suggest that change was limited may include:

- Throughout the 1920s and 1930s, the Soviet Union continued to give its support to the Chinese government, believing that the Guomindang was most likely to succeed in bringing anti-Western revolutionary change to China
- Soviet influence in China was consistent throughout the period as it sought to find the most effective way to bring about a communist revolution in the country. This support continued after 1949 by supplying advisers for the first Five-Year Plan
- The poor relations between the Soviet Union and Chinese leaders after Mao meant that there was little change in Soviet influence, which remained limited throughout the period 1960-89.

Question	
<b>B4 (c) (ii)</b>	<p data-bbox="448 271 1267 338">How far was the First Five-year Plan the key turning point in changing China's economy in the years 1949-89?</p> <div data-bbox="448 383 1331 633" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 394 1038 427">You may use the following in your answer:</p><ul data-bbox="608 439 1002 506" style="list-style-type: none"><li data-bbox="608 439 967 465">• the first Five-year Plan</li><li data-bbox="608 477 1002 506">• Deng's economic policies.</li></ul><p data-bbox="459 555 1059 589">You <b>must</b> also use information of your own.</p></div> <p data-bbox="448 701 1394 768"><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 790 1378 896"><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 the key turning point may include:

- The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce, resulting in significant increases in production
- The first Five-year plan saw the arrival of Soviet assistance with 10000 economic advisors provided. Soviet assistance allowed China to produce nuclear energy to power its industry, which was very important
- The first Five-year Plan suggested that the communist system was more effective than the capitalist system it replaced and won Mao support for further industrial reform.

Relevant points that indicate limited significance as a turning point may include:

- The first Five-year Plan was not as effective as sometimes suggested. Some figures were exaggerated and it also led Mao to believe that anything could be achieved if the will to succeed existed
- The Great Leap Forward transformed China's infrastructure with the building of giant bridges, canals and dams and initially there were huge rises in the production of coal, wood, fertiliser and cement
- The Cultural Revolution was important in that it created chaos and led to a significant decline in the Chinese economy. Industrial production for 1968 was 12 percent below that of 1966
- The Sino-Soviet split had a major impact on the economy. The removal of Soviet advisers meant a loss of economic expertise and over 200 projects were cancelled, thus undermining the Plan as a turning point.
- A transformation in China's economy came under Deng with an open-door policy and Special Economic Zones, coupled with privatisation and westernisation. These reintroduced the profit motive.

**B5: The changing role of international organisations: the league and the UN, 1919-  
c2011**

Question	
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the work of the refugee commission of the League was similar to the work of the United Nations High Commission for Refugees.</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>

**Marking instructions**

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

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

**Maximum 3 marks for an answer dealing with only one similarity.**

**Indicative content**

Relevant points may include:

- A similarity was that both organisations provided critical emergency care for displaced people. After the First World War, POWs were repatriated by the refugee commission and, in 1949, the UNHCR established the UNRWA to support Palestinian refugees
- A similarity was that both organisations helped people who wished to settle elsewhere. By 1936, 36 000 Armenian refugees had been resettled and in the 1970s, the UNHCR agreed an orderly departure programme with the Vietnamese government.



Question	
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the success of the League of Nations in Upper Silesia in 1921.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p><b>Indicative content:</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The League divided Upper Silesia in a way that was acceptable to both countries</li> <li>• The League did not ignore the result of the plebiscite that had been set up to ensure self-determination</li> <li>• The two powers involved were not significant in the organisation of the League and neither was strong enough to challenge the League.</li> </ul>	

Question	
<b>B5 (c) (i)</b>	<p data-bbox="456 275 1222 344">How far did the International Organisations' approach to peacekeeping change in the years 1930-64?</p> <div data-bbox="456 383 1123 584" style="border: 1px solid black; padding: 10px;"><p data-bbox="480 383 1058 421">You may use the following in your answer:</p><ul data-bbox="616 427 1026 504" style="list-style-type: none"><li data-bbox="616 427 943 465">• Abyssinia (1935-36)</li><li data-bbox="616 465 1026 504">• the Korean War (1950-53)</li></ul><p data-bbox="480 510 1070 548">You must also use information of your own.</p></div> <p data-bbox="448 622 1394 683"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 712 1378 817"><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## **Marking instructions**

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## **Indicative content**

Relevant points that suggest there was a change may include:

- The speed of the response of the international organisations changed. In Manchuria it took a year for the report to be written and any action taken, whereas in Korea the response of the UN was swift
- The League used economic sanctions to change the behaviour of an aggressor, such as Italy in Abyssinia, whereas the UN did not use them in either Korea or the Congo
- The international organisations' use of force changed, with the UN armed forces used in Korea to restore peace to the country
- The involvement of the international organisations 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.

Relevant points that suggest that change was limited may include:

- The aim of the international organisations was consistently to restore and maintain peace in troubled areas
- The peacekeeping role of the international organisations remained difficult due to the inability to reach agreement between members of the Council and Security Council
- Both the League and the UN concerned themselves with ameliorating the consequences of conflict by addressing the plight of refugees in countries where people had been displaced due to conflict
- The UN continually used resolutions to enable peacekeeping efforts to take place.

Question	
<b>B5 (c) (ii)</b>	<p>How far did the involvement of the Great Powers in the international organisations change in the years 1935-73?</p> <div data-bbox="459 349 1123 555" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• Abyssinia (1935-36)</li><li>• Palestine</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 there was a change may include:

- The ability of the Great Powers to be able to act changed as the USA and the USSR were better funded and more able to provide financial support for the international organisations than Britain and France had been
- The USA was able to get the UN to take military action against an aggressor in the Korean War of 1950, whereas Great Britain and France were unable to get the League to take military action in the 1930s
- The Cold War meant the USA and the USSR often opposed each other within the Security Council, whereas Great Britain and France generally agreed over decisions in the League
- The Six-Day War and the Yom Kippur War showed that the USA and the USSR were prepared to send troops to the region which they had previously avoided.

Relevant points that suggest change was limited may include:

- The veto allowed Japan to prevent action being taken against it in Manchuria and the USA and the USSR frequently used the veto to prevent action being taken by the UN
- The self-interest of the Great Powers was always paramount. The self-interest of Britain and France prevented action being taken over Abyssinia, and the Cold War interests of the USA and the USSR led to vetoes
- Britain and France maintained their important positions, being on the Council of the League and permanent members of the Security Council of the UN
- The Great Powers used their influence outside of the international organisations to try to solve conflicts, e.g. the Hoare Laval Pact and during the Yom Kippur War.

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

Question	
<b>B6 (a)</b>	<p>Explain TWO ways in which air warfare the Six-Day War (1967) was different from air warfare in the Iraq War (2003).</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 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 use of drones in the Iraq War, which were used to target Iraqi anti-aircraft bases, whereas, drones were not used in the Six-Day War</li><li>• A difference was the initial targets. During the Iraq War, initial air attacks targeted Iraqi leaders and intelligence bases, whereas in the Six-Day War, the target of air attacks were the airfields of the Egyptian, Syrian and Jordanian air forces.</li></ul>	

Question	
<p><b>B6(b)</b></p>	<p>Explain <b>TWO</b> causes of the success of guerrilla tactics in the Vietnam War.</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>• Guerrilla fighters in Vietnam were given support by the local peasants who considered the fighters to be protecting their interests</li> <li>• Knowledge and understanding of the jungles of South Vietnam. The Vietcong had good knowledge and understanding of the terrain and the people, thus helping them to make life more difficult for the US soldiers</li> <li>• The USA had less experience or knowledge of guerrilla/jungle warfare carried out by the Vietcong.</li> </ul>	

Question	
<p><b>B6 (c) (i)</b></p>	<p>How far did land warfare change in the years 1919-45?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• gas</li> <li>• Blitzkrieg.</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 show change may include:</p> <ul style="list-style-type: none"> <li>• The use of air support helped land warfare to become much swifter. By 1940, Hitler's blitzkrieg tactics showed the effectiveness of combined arms tactics</li> <li>• In 1919, tanks were seen as being useful for close support of the infantry in battle but, by 1940, blitzkrieg tactics saw tanks being used as part of a rapid attack with the support of air power</li> <li>• Technological developments in radio communications led to a big change in the effectiveness of land attacks, which relied on excellent co-ordination between air and land troops</li> <li>• In 1919, heavy artillery was seen as being useful as a weapon of attack but, in the Second World War, it was used as a defensive weapon to protect harbours and coastal fortifications as the speed of warfare decreased its effectiveness</li> <li>• The use of motorised vehicles such as motorbikes and jeeps became vital to the success of land battles, as can be seen with Blitzkrieg.</li> </ul> <p>Relevant points that show change was limited may include:</p> <ul style="list-style-type: none"> <li>• Gas continued to be used after the end of the First World War in places such as Abyssinia</li> <li>• Change in the use of tanks was slow and the speed and power of tanks was not evident until the start of the Second World War, e.g. in the Spanish Civil war tanks were too few in number to make a significant difference</li> <li>• The effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground.</li> </ul>	



Question	
<p><b>B6 (c) (ii)</b></p>	<p>How significant were technological developments in changing the arms race in the years 1945-2000?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• intercontinental ballistic missiles</li> <li>• arms limitation talks</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 they were significant may include:</p> <ul style="list-style-type: none"> <li>• By 1953, both the USA and the USSR had the technology to develop a hydrogen bomb, which was 2500 times more powerful than the atomic bomb dropped on Hiroshima</li> <li>• In 1957, technological development allowed for the development of the ICBM, which allowed nuclear warheads to be delivered by missiles from afar rather than by plane</li> <li>• The development of Polaris allowed nuclear warheads to be delivered from the sea, giving greater range</li> <li>• MIRVS were developed, which allowed multiple targeting from one launch</li> </ul> <p>Relevant points that significance was limited / other factors were more significant may include:</p> <ul style="list-style-type: none"> <li>• The huge cost of nuclear developments and the arms race pushed both the USA and the USSR into arms reduction talks in the 1970s. This led to the SALT agreements</li> <li>• The development of the idea of SDI, taking nuclear warfare into space, made it impossible for the USSR to keep up with the USA financially, so helping to end the arms race.</li> <li>• The collapse of the Soviet Union in 1991 led to an ideological shift, which reduced the need for a nuclear arms race</li> <li>• The INF Treaty (1987) abolished nuclear missiles that had ranges of 500 to 5500 km.</li> </ul>	

## B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which the terms of the Balfour Declaration were different from the terms of the Peel Commission report.</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 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 perceived ability of Arabs and Jews to live together. The Balfour Declaration accepted the right of Jews to have a homeland that included Arabs. The Peel Commission report recognised that the two communities could not live together</li><li>• A difference was that the Balfour Declaration was written to express sympathy for the idea of a Jewish homeland, whereas the Peel Commission report was designed to provide a solution to the problems between Arabs and Jews.</li></ul>	

Question	
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the second Intifada (2000).</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 failure of the Oslo Accords led to a tense atmosphere between the Israelis and Palestinians. Both claimed that the other was breaking the terms of the agreement, which led to the tension that saw the outbreak of the Intifada</li> <li>• The newly-elected Netanyahu took a hard line towards the peace process and allowed further Jewish settlement, thus angering the Palestinians</li> <li>• Ariel Sharon's provocative speech at Temple Mount in Jerusalem claimed Jerusalem was Jewish and would be part of Israel. This triggered an angry Palestinian reaction and the start of the second Intifada.</li> </ul>	

Question	
<b>B7 (c) (i)</b>	<p>How far was the Suez Crisis the key turning point for international involvement in the Middle East in the years 1946-83?</p> <div data-bbox="459 349 1123 555" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the Suez Crisis (1956)</li><li>• the Camp David Agreements</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 it was a key turning point may include:

- The actions of the British and French during the crisis led to international condemnation and the loss of their influence with other Middle Eastern countries
- The USSR became a firm ally of Egypt as a consequence of the crisis and increased Soviet involvement and influence in the region as a consequence
- The USA had forced Britain and France to back down and, as a result of their actions, had become the most important Western power in the region
- As the USA and the USSR became more important in the region, they used their influence to further the Cold War.

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

- The handing over of the mandate to the UN by the British led to a decline in their importance in the region
- The warnings of the USSR before the Six-Day War encouraged the Egyptians to provoke the Israelis into war in a way that had not previously occurred
- Kissinger's Shuttle Diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war
- The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict.

Question	
<b>B7 (c) (ii)</b>	<p>How significant was Kissinger's Shuttle Diplomacy in improving the chances for peace in the Middle East in the years 1967-93?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Kissinger's Shuttle Diplomacy (1973-75)</li> <li>• the Oslo Peace Accords (1993)</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 it was significant may include:

- Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin
- Shuttle Diplomacy led to both Egypt and Israel agreeing to settle future disputes by talking rather than fighting
- Shuttle Diplomacy laid the foundations for the exchange visits that led to the Camp David Accords.

Relevant points that other factors were more significant may include:

- The oil crisis, that occurred as a consequence of the Yom Kippur War, forced the USA to be more active in the search for peace as their economy was directly impacted by conflict
- Arafat's speech to the UN in 1974 led to the PLO being given observer status at the UN, which raised their profile and the significance of the issues facing Palestinians
- The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states
- The PLO's recognition of Israel's right to exist, and the adoption of a peaceful two-state solution, laid the groundwork for further negotiations
- The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace.

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