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Mark Scheme (Results)

Summer 2022

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GCSE in History (4HI1/2BR)

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)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

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

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

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

Question	
A1 (a)	Describe TWO features of EITHER Austro-Serbian rivalry OR anti-U-boat measures. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for Austro-Serbian rivalry: <ul style="list-style-type: none">• Austria and Serbia were rivals in the Balkans in the years before the outbreak of the First World War. Austria viewed Serbian expansion at the expense of the Ottoman Empire as a significant threat to its own security and internal cohesion• Austria and Serbia were rivals over Bosnia, which was annexed to the Austro-Hungarian Empire in 1908. In July 1914, Austria viewed the assassination of Archduke Franz Ferdinand in Sarajevo as a Serbian-inspired act of aggression. For example, for anti-U-boat measures: <ul style="list-style-type: none">• Anti-U-boat measures taken by the British included the use of chain-link nets. These prevented German submarines accessing harbours and stopped torpedoes• Convoys, escorted by Royal Navy destroyers, protected merchant shipping from U-boat attacks. Seaplanes and airships were able to attack U-boats when they were on the surface.	

Question	
<p>A1 (b)</p>	<p>How far does Source A support the evidence of Source B about the use of poison gas during the First World War? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that poison gas moved in a 'mist' or 'cloud' close to the surface – Source A describes it as 'settled to the ground' and Source B as being 'close to the ground' • The sources agree that the wind was an important factor in the use of poison gas – Source A refers to the gas being carried on a 'steady wind' while Source B says it moved 'fast with the wind' • The sources agree that poison gas was very dangerous to those affected by it – Source A states that the Germans met 'no resistance' after its use while Source B says 'it is fatal' to be caught in it. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A refers to the illnesses caused by poison gas ('violent sickness and faintness') – this is absent from Source B. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some difference in emphasis between Sources A and B concerning the manner in which poison gas affected the enemy • The sources strongly agree that poison gas could be a useful weapon in trench warfare in the right conditions. 	

Question	
<p>A1 (c)</p>	<p>Extract C suggests that poison gas was not a very effective weapon during the First World War.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Sources A and B, and Extract C, refer to a dependence on the wind for the deployment of poison gas making it less effective • Source B and Extract C refer to the use of masks in countering the effects of poison gas • Extract C states that the number of deaths inflicted by poison gas were low and that it did not break the 'stalemate' on the Western Front • All poison gases used had significant drawbacks, e.g. chlorine gas was easily smelt, seen and avoided, while mustard gas killed relatively few of those it was used against. Gas was increasingly ineffective against well-equipped and trained armies. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Sources A and B indicate that, in some circumstances, poison gas could be a destructive and highly effective weapon • Extract C suggests that, from 1916, poison gas shells could be fired by artillery, limiting its dependence on the wind and increasing its effectiveness • Extract C refers to the 'frightening' effect of poison gas on troops in the trenches and that it caused panic • Poison gas was effective because it disabled many, even if it did not kill them, e.g. chlorine gas destroyed lung tissue, while mustard gas caused blindness. Gas was still used extensively to clear forward trenches in the last months of the war. 	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER opposition groups (1905-14) OR the Civil War. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for opposition groups (1905-14): <ul style="list-style-type: none">• Opposition groups existed inside Russia, in the years 1905-14. Groups like the Octobrists and Kadets pressed for reform of the autocratic system of government.• Revolutionary groups, which called for the overthrow of Tsarism, existed in the years 1905-14. Revolutionary parties, like the SDs, were banned in Russia and operated from abroad. For example, for the Civil War: <ul style="list-style-type: none">• The Civil War broke out in 1918 and lasted until 1921. It was fought between the Bolsheviks, known as the Reds, and groups opposed to the Bolshevik seizure of power, known as the Whites.• Some foreign governments supported the Whites during the Civil War. The Civil War ended with victory for the Red Army, led by Trotsky.	

Question	
<p>A2 (b)</p>	<p>How far does Source A support the evidence of Source B about Lenin and Trotsky? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that Lenin and Trotsky were talented and able men – Source A describes their abilities and Source B states that they were 'both extraordinary' • The sources both suggest that Lenin and Trotsky complemented each other – Source A refers to their 'partnership' and Source B states that they worked 'together' • The sources agree that Lenin and Trotsky brought about the Bolshevik Revolution – Source A refers to them being 'successful' and Source B states that they seized power. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A describes Lenin as 'the driving force' and the 'brains and planner' of the Bolshevik Revolution – this is not mentioned in Source B <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • Sources A and B differ with regard to the relative importance of Lenin and Trotsky in bringing about the Bolshevik Revolution • The sources strongly agree that Lenin and Trotsky were very able men who successfully seized power in October 1917. 	

Question	
A2 (c)	<p>Extract C suggests that Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A states that 'there was no doubt that Lenin was the driving force' and 'the brains and the planner' of the Bolshevik Revolution
- Extract C states that the Bolshevik Revolution could not have occurred 'without Lenin's brilliant leadership'
- Extract C refers to the decisive actions of Lenin during 1917, e.g. persuading the Central Committee to go ahead with the Revolution
- Lenin's energy and commitment were crucial in bringing about the Bolshevik Revolution. From the April Theses to the Revolution, his single-mindedness drove the revolutionary process and overcame the many doubters in the Bolsheviks ranks.

Relevant points which counter the view may include:

- Sources A and B both suggest that Lenin and Trotsky worked in partnership to bring about the Revolution
- Source A refers to Trotsky's abilities as a motivational speaker in contrast to Lenin
- Extract C states that Trotsky was responsible for planning 'the takeover of power'
- Trotsky created and led the Red Guard, which was essential to the overthrow of the Provisional Government. He had superb organisational and leadership skills and convinced many soldiers and sailors in Petrograd to join the Revolution.

Question	
A3 (a)	Describe TWO features of EITHER hire purchase in the 1920s OR the Ku Klux Klan. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for hire purchase in the 1920s:</p> <ul style="list-style-type: none"> • A feature of hire purchase was that people paid for goods in instalments. When the cost was fully paid, the goods became the property of the purchaser • Hire purchase was a part of the 1920s economic boom. By 1928, 75% of cars sold were bought using hire purchase. <p>For example, for the Ku Klux Klan:</p> <ul style="list-style-type: none"> • A feature of the Ku Klux Klan was that it believed in white supremacy. It wanted to stop immigration into the USA • The Ku Klux Klan was very popular. By 1923, it had 5 million members. 	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Long was supported. Source A says he had won 'enormous support'. Source B says that the Share Our Wealth scheme had 'over 3,000, 000 members'
- The sources agree that there were concerns about the amount of power Long had. Source A says that he had 'removed elected officials in Louisiana' and Source B says that he was accused by his critics of being a dictator.

Points of difference may include:

- Source A says he behaved like a dictator by using a state secret police, but Source B says that the power in Louisiana had actually been transferred to 'the common people'.
- Source A suggests that there are doubts about how Long is going to keep his promise to pay everyone \$5000. Source B says he determined to help the poor.

Points regarding extent may include:

- There is some agreement between Sources A and B about the Long being an influential person
- The sources strongly disagree about whether Long was a genuinely altruistic figure.

Question	
<p>A3 (c)</p>	<p>Extract C suggests that Long was a serious challenge to President Roosevelt's New Deal policies. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A indicates that Long may have posed a threat because he was able to 'remove elected officials' in Louisiana, so he could thwart Roosevelt's policies • Source B refers to there being 3,000,000 people in the Share Our Wealth Society, giving Long enormous support • Extract C refers to the Democratic Party having carried out a poll which shows Long could get over three million votes in a presidential election • Long was a fierce critic of Roosevelt's New Deal, because he believed that it did not reduce the gap between rich and poor. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that Long may have lacked credibility as 'most people don't believe he can pay everyone the \$5000 he has promised' • Source B suggests that all Long was trying to do was improve the position of the poor. That is what Roosevelt wanted • Extract C implies that Long was not generally opposed to the New Deal but wanted it to go further • Long never stood against Roosevelt and was assassinated in September 1935. 	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER life in North Vietnam under Ho Chi Minh OR Search and Destroy. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for life in North Vietnam under Ho Chi Minh: <ul style="list-style-type: none">• Life in North Vietnam under Ho Chi Minh was dominated by the Lao Dong, the Vietnamese communist party. Those who opposed the regime were arrested and detained in 're-education camps' – over half a million were killed• Religion was strongly discouraged in North Vietnam under Ho Chi Minh. Economic reforms, such as land collectivisation, were introduced as part of the Three-year Plan in 1958. For example, for Search and Destroy: <ul style="list-style-type: none">• Search and Destroy was a strategy used by the US Army to defeat the Vietcong in South Vietnam. It was used intensively from 1966• Under Search and Destroy, US Army patrols were sent into the countryside to eliminate Vietcong strongholds. Ambushes, supported by artillery and air power, were common features of Search and Destroy.	

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

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the misery inflicted on the Vietnamese people encouraged opposition in the USA – Source A refers to 'the huge suffering' caused by US actions and Source B refers to 'the effects of napalm on children'
- The sources agree that the media played some role in the growth of opposition – Source A suggests that the 'media' helped inform opinions and Source B states that 'the photos...the television news images' led many to oppose the war.

Points of difference may include:

- Source A refers to the opposition of many Vietnam veterans to the war – this is absent from Source B
- Source B refers to social and cultural change in the USA as a factor in growing opposition to the war, especially among the young – Source A concentrates upon opposition to the bullying of the Vietnamese people.

Points regarding extent may include:

- There is some difference in emphasis between the sources about the reasons for opposition to the war in the USA
- The sources strongly agree that opposition to the war was encouraged by the growing awareness of many Americans of the damage and suffering inflicted on Vietnam by the activities of US soldiers.

Question	
A4 (c)	<p>Extract C suggests that the main reason for the increasing opposition to the Vietnam War in the USA was extensive media coverage.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that the portrayal of the war through the media aroused such strong feeling that it led some to leave the USA just to avoid the draft
- Source B indicates that the images of the war seen in 'photos' and 'on television news', 'really bothered us' and 'led us to question our ... beliefs'
- Extract C indicates that Americans saw the war in their homes 'every night' and that 'television...photographs and magazines' led generals to complain that the media was 'weakening the war effort'
- By 1968, there were over 600 US journalists in Vietnam, many filing columns that contradicted the official government line. The use of satellites allowed graphic stories and pictures of military setbacks to be broadcast almost immediately.

Relevant points which counter the view may include:

- Sources A states that many US Army veterans opposed the war having seen it 'at first hand' without the influence of the media
- Source B suggests many Americans opposed the war because of social and cultural change occurring in the USA in the 1960s
- Extract C provides evidence of those Americans who opposed the war for ethical reasons ('the Vietnam War was wrong')
- Many Americans opposed the Vietnam War from the start because they believed that reasons given by politicians for escalating US intervention in Indochina were not justified. Opposition to the war grew with the intensification of the draft from 1964.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER religion and the church in the GDR OR housing in the GDR. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for religion and the church in the GDR:</p> <ul style="list-style-type: none">• Religion in the GDR was strongly discouraged as being incompatible with communism. In the 1960s, over a third of the GDR population described themselves as atheists• The SED allowed the Protestant church to run social programmes and hospitals during the 1970s. In the 1980s, the church was a focal point for opposition to the government. <p>For example, housing in the GDR:</p> <ul style="list-style-type: none">• Housing in the GDR partly replaced the homes destroyed during the Second World War in cities like Dresden. New housing was built for workers close to factories and mines, e.g. near the new chemical works at Halle-Neustadt• The GDR built many prefabricated blocks of flats called <i>Plattenbau</i> housing. Over 400 000 homes were constructed in the years 1971-75, and nearly 300 000 were refurbished.	

Question	
A5 (b)	<p>How far does Source A support the evidence of Source B about the reunification of East and West Germany in October 1990? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that reunification was an occasion for celebration – Source A describes it as 'a very special day' and 'a wonderful moment' while Source B describes a feeling of 'gratitude and joy'
- The sources agree that reunification portended a period of positive change – Source A describes it as the start of 'a new world of hope' while Source B refers to a period 'in which things can truly be changed for the better'.

Points of difference may include:

- Source A suggests that German reunification is to be celebrated because it brings an end to Germany's division and to the tyranny of the East German state – this is absent from Source B
- Source B is cautious ('we feel a great and serious duty') and refers to difficulties facing the united Germany ('important problems in our country', 'the concerns of the countries around us') – this is absent from Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B concerning the extent to which the Day of German Unity was a positive one
- The sources strongly agree that reunification is a cause for happiness and celebration across Germany.

Question	
A5 (c)	<p>Extract C suggests that the opening of the Berlin Wall in November 1989 was followed by much disappointment in Germany.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source B refers to the problem of satisfying 'the demands of all German people' during reunification
- Extract C refers to the speed and nature of reunification during 1990 ('simply merged into the FRG') which 'shocked many in Germany'
- Extract C refers those in the East who 'disliked Western living standards' and to those in the West who baulked at the economic burden of reunification
- Many 'Ossis' resented the effects of reunification, which became clear when the economies began to merge from May 1990, e.g. rising unemployment. The subsidies needed to prop up the GDR after currency union in July put a huge strain on the FRG.

Relevant points which counter the view may include the following:

- Source A refers to the end to Germany's post-war division and to the reintroduction of liberal democracy in the East ('Germany is united, Germany is free') – both were welcomed widely by Germans
- Source B states that reunification was the occasion for 'gratitude and joy'
- Extract C refers to the demand of many Germans for reunification during 1989 and 1990 ('We are one people')
- Swift reunification was endorsed overwhelmingly at the March 1990 elections in the GDR. The process of reunification was accepted by most Germans, given the rapid disintegration of the GDR and the rest of the Eastern Bloc during 1990.

SECTION B: Breadth studies in change

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

Question	
B1 (a)	<p>Explain TWO ways in which the position of Native Americans in the USA in 1865 was similar to the position of Native Americans in the USA in 1877.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A similarity was that the Native Americans continued to resist threats to their land. For example, in 1865, Native Americans staunchly resisted encroachments on their land in Colorado. In 1877, they were still resisting in Dakota Hills• A similarity was the Native Americans were under threat from government military action. In 1865, the Civil War forced them to flee to foreign lands. In 1876, the US military made a serious effort to pacify Montana, e.g. Little Big Horn.	

Question	
<p>B1 (b)</p>	<p>Explain TWO causes of the passing of the Kansas-Nebraska Act of 1854.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A reason for the passing of the Act was that the Missouri Compromise had not been sufficient. There was now a need to settle the issue of slavery north of the 36° 30' line • The Act was passed because a number of senators believed that granting territorial status to Kansas and would encourage settlers to move into the region and the building of a transcontinental railway across central USA • A reason for the passing of the Act was that its supporters had the support of President Franklin Pierce, which encouraged others to support it. 	

Question	
<p>B1 (c) (i)</p>	<p>How far did the federal government increase its powers in the years 1787-1820?</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"> • the Constitutional Convention (1787) • the Missouri Compromise (1820). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest there was an increase may include:</p> <ul style="list-style-type: none"> • The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government • There was an increase in powers as the introduction of the first National Bank in 1791 further extended the powers of the federal government • Federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals • The Missouri Compromise showed an increase in federal powers as it established the principle that Congress could make laws regarding slavery. <p>Relevant points that suggest there was not an increase may include:</p> <ul style="list-style-type: none"> • The Bill of Rights in 1789–91 (the first ten Amendments to the US Constitution) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states • The Virginia and Kentucky Resolutions (1798) said that individual states could judge the constitutionality of central government laws and decrees • Individual states could refuse to enforce laws deemed unconstitutional. Virginia and Kentucky did this • Jefferson wanted a limited central government and greater provision for states' rights. He cut spending on of the federal armed and naval forces, thus reducing federal power. 	

Question	
B1 (c) (ii)	<p>How far did the reasons for opposition to Westward expansion change in years 1803-49?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none">• opposition from Spain• the Trail of Tears. <p>You must also use information of your own.</p> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest there was change may include:

- In the early period there was opposition from Spain caused by settlers' Westward expansion, which necessitated the Transcontinental Treaty to reduce disputes. This did not apply to the mid-19th century
- There was initial opposition from the French and British, but this did not apply after the Louisiana Purchase and a treaty between the USA and Britain in 1817 provided for the demilitarisation of the Great Lakes region
- Although the concept of Manifest Destiny had existed for many years, it was James Polk's election and enthusiastic pursuit of the policy that offended some Americans who saw it as arrogant land-grabbing
- There was a change in opposition as it became known that in some areas, particularly after the discovery of gold, there was lawlessness and 'ungodly behaviour'.

Relevant points that suggest the change was limited may include:

- In the early period the Mexicans objected to US expansion into Florida, California and Texas. This opposition continued throughout the period and ended only with the Treaty of Guadalupe Hidalgo in 1848
- Criticism of western expansion as an example of imperialism continued throughout the period, particularly overseas. The Mexican War was seen by some as an act of an aggression against a poor and weak republic
- Opposition throughout the period came as a result of mistreatment of Native Americans, as seen in the Trail of Tears. Such treatment continued throughout the period
- There continued to be some tension with Britain until 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.

B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	<p>Explain TWO ways in which government action in public health in 1875 was different from government action in public health in 1911.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- A difference was in the range of provision. By 1911, free school meals had been set up to provide children with at least one good meal a day to improve their general health, whereas this provision did not exist in 1875
- A difference was the attitude towards children's health. By 1911, the establishment of the School Medical Service meant that children were checked for a variety of diseases. These diseases were not checked in 1875.

Question	
B2 (b)	<p>Explain TWO causes of the progress of women in medicine in the years 1914-48.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

Marking instructions

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

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

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

Indicative content:

Relevant points may include:

- The First World War. The opportunities offered to women to fill the roles of male doctors in hospitals raised their profile and meant more female doctors were employed
- The Second World War. Women had opportunities to work with the Emergency Medical Service due to greater need for treatment because of casualties on the home front
- The Second World War. Women had the opportunity to serve abroad with the army, which enhanced their training and widened their medical experiences.

Question	
<p>B2 (c) (i)</p>	<p>How significant was the germ theory in changing the understanding of the causes of ill health the years 1848-75?</p> <div data-bbox="459 344 1123 577" 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"> • the work of Chadwick • the germ theory. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that it was significant may include:</p> <ul style="list-style-type: none"> • Pasteur's germ theory showed that micro-organisms were present in the air, thus disproving the previous idea of spontaneous generation • The germ theory was significant as it identified that the micro-organisms in the air caused decay • The germ theory was significant as it helped to explain the link between health and hygiene • The germ theory helped to explain how infections developed after surgery. <p>Relevant points that suggest its significance was limited / other factors were significant may include:</p> <ul style="list-style-type: none"> • It took many years for Pasteur's theory to be fully accepted by medical practitioners and the public • The work of Florence Nightingale helped to highlight the importance of cleanliness in hospitals • The work of Chadwick brought to people's attention the link between poor living conditions and people's health • The work of Snow helped to identify the link between infected water and cholera. 	

Question	
<p>B2 (c) (ii)</p>	<p>How significant was Lister to developments in surgery in the years 1848-1905?</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"> • the use of chloroform • Lister. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that he was significant may include:</p> <ul style="list-style-type: none"> • Lister successfully used carbolic acid to prevent infection, thus allowing surgical equipment to be cleaner and surgery safer • Lister's work ensured operating theatres and gowns were cleaner, leading to a reduced risk of infection • Lister's use of catgut as ligatures helped to solve the problem of blood loss in surgery, thus allowing longer and more complicated operations to take place. <p>Relevant points that suggest that his significance was limited / other factors were significant may include the following:</p> <ul style="list-style-type: none"> • Many doctors and nurses did not adopt Lister's suggestions as they were too time consuming, or they did not accept germ theory • The problem of pain in surgery was helped by Simpson's use of chloroform, giving surgeons more time to work and allowing them to carry out more complicated operations • Pasteur's germ theory was significant in establishing the way in which micro-organisms spread disease and it led to an understanding of why infection often developed after surgery • Koch's development of a steam steriliser made ensuring surgical equipment was clean much easier • The use of cocaine as a local anaesthetic helped to improve the safety of surgery as the patient did not have to have a general anaesthetic. 	

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	<p>Explain TWO ways in which attitudes to Taisho Democracy in 1912 were different from attitudes to Taisho Democracy in 1926.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that, in 1919, there was general support for the government. This had evaporated by 1926, as a result of poor management of the economy in the 1920s• A difference was that, during the 1920s, the labour movements increasingly criticised the government and there were strikes and demonstrations demanding more say for trade unions and workers – leading to the Public Security Preservation Law.	

Question	
<p>B3 (b)</p>	<p>Explain TWO causes of the decrease in the living standards of the Japanese people in the years 1931-45.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the drop in the price of agricultural products such as rice and barley. As a result, farmers' income dropped significantly and there was an increase in evictions where farmers couldn't pay rent • A cause was the impact of the economic depression from 1931 on factories and shops. Small-scale manufacturing businesses and small stores failed in their thousands • A cause was the impact of the war in Southeast Asia. As Japan began to suffer military defeats, the impact on the home front became more severe and there were shortages of food and essential items. 	

Question	
B3 (c) (i)	<p data-bbox="448 253 1198 320">How far was the Perry Mission the key turning point in modernising Japan's economy in the years 1853-1919?</p> <div data-bbox="448 365 1182 568" style="border: 1px solid black; padding: 5px;"><p data-bbox="472 376 1050 409">You may use the following in your answer:</p><ul data-bbox="520 416 1066 483" style="list-style-type: none"><li data-bbox="520 416 799 450">• the Perry Mission<li data-bbox="520 450 1066 483">• industrial changes in the Meiji period<p data-bbox="472 528 1062 562">You must also use information of your own.</p></div> <p data-bbox="456 607 1422 766">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.</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 the key turning point may include the following:

- The Perry Mission led to the opening up of Japan to Western countries. The European powers soon followed the U.S. example and drew up their own treaties with Japan, resulting in a boost for Japan's economy
- The greater contact with the West meant that Japan came into contact with Western technology and innovation, enabling it to adopt these ideas and modernise its industry
- As a result of the Perry Mission, the Japanese lost autonomy over their own economy as tariffs and use of treaty ports came under the control of the West.

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

- The main impact of the Perry Mission was long-term, rather than immediate and the ensuing economic growth did not really occur until the Meiji period
- Japan's economy grew significantly under the Meiji when more than 20 further ports were opened to western trade. This helped the economy to grow by importing raw materials and exporting manufactured goods, especially textiles
- A significant stimulus for economic growth was Japan's intervention in China. After the Sino-Japanese war, China made significant economic concessions, including the opening of new treaty ports and a large indemnity in gold
- Under the Meiji, there was a westernisation of the Japanese economy. Missions went overseas to learn Western economic practices and Western specialists were brought to Japan to advise in areas from banking to transport and mining
- In the early twentieth century, there was rapid industrialisation, with the building of industries such as shipyards, iron smelters and spinning mills. Industrial zones grew rapidly and attracted many rural Japanese into towns.

Question	
B3 (c) (ii)	<p data-bbox="448 248 1262 309">How far did Japan become a major world power in the years 1919-45?</p> <div data-bbox="448 353 1369 600" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 367 1038 400">You may use the following in your answer:</p><ul data-bbox="608 409 1098 481" style="list-style-type: none"><li data-bbox="608 409 1098 443">• the Treaty of Versailles (1919)<li data-bbox="608 450 1098 481">• war in Southeast Asia (1937-45)<p data-bbox="459 490 1059 524">You must also use information of your own.</p></div> <p data-bbox="459 640 1410 701">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 763 1386 866">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that indicate that Japan became a world power may include the following:

- As a result of its participation in the First World War, German territories in the Pacific were given to Japan. These became major Japanese strongholds in the Second World War
- Japan gained a foothold in mainland China in the Treaty of Versailles. In receiving the German concessions in China in Shandong, Japan now began a policy of land acquisition in China – and soon gained further territory in China
- After the attack on Pearl Harbor, Japan completed its formation of the Great East Asia Co-Prosperity Sphere by occupying large areas of Asia
- Inclusion of Japan in the Washington Naval Agreements showed that the USA saw Japan as a rising military threat. It realised that Japan had the potential to threaten U.S. colonial possessions in Asia and the profitable China trade
- Japan's emergence as a world power was reflected in the desire of other nations to have it as an ally, such as Italy and Germany in the Tripartite Agreement.

Relevant points that indicate that Japan had not become a world power may include the following:

- The Treaty of Versailles failed to endorse the principle of equality of all races. Japan had not fought in World War I. The French and British did not treat the Japanese as equal partners
- Japan's status as a minor power was reflected in the Washington Agreements, where it had to accept that its navy should have a tonnage equal to 70% of the US Navy. It resented not being given a greater proportion
- Japan suffered significant infrastructure damage and loss of personnel at the end of the Second World War. It was unable to defend itself from mid-1945.

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

Question	
B4 (a)	<p>Explain TWO ways in which the Chinese industry during the first Five-year Plan (1952-57) was different from Chinese industry under Deng.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was that, during the first Five-year Plan, industry was brought completely under state control, whereas Deng adopted a number of capitalist practices, including allowing private profit• A difference was that, during the first Five-year Plan, workers were guaranteed a wage regardless of their productivity, whereas Deng wanted payment to be based on performance and introduced a new working contract reflecting this.	

Question	
<p>B4 (b)</p>	<p>Explain TWO causes of the victory of the CCP in the Civil War (1946-49).</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A cause was the amount of support from the people of China. The respectful treatment of the peasantry in the 1930s won the CCP support and the GMD's poor handling of the economy and high inflation lost it the support of the middle classes • A cause was the CCP had a much more effective military force than the GMD. The CCP army was disciplined and had a strong belief in communism. The GMD forces were largely conscripts, who were poorly treated, and the GMD suffered from desertions • A cause was the loss of support for the GMD from the US because of its corruption, whereas the CCP had the support of the Soviet Union, which had captured Japanese weapons and passed them on to the CCP. 	

Question	
B4 (c) (i)	<p data-bbox="448 271 1257 333">How far did foreign influences on China change in the years 1900-45?</p> <div data-bbox="448 394 1331 622" style="border: 1px solid black; padding: 10px;"><p data-bbox="459 405 1038 439">You may use the following in your answer:</p><ul data-bbox="608 445 1070 517" style="list-style-type: none"><li data-bbox="608 445 1007 479">• the Boxer Uprising (1900)<li data-bbox="608 486 1070 517">• the war with Japan (1937-45).<p data-bbox="459 566 1059 600">You must also use information of your own.</p></div> <p data-bbox="448 685 1394 748">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="448 777 1310 864">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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Indicative content

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

- At the beginning of the twentieth century, following the Boxer Uprising, Western countries had strong control in China and foreign soldiers were stationed in Beijing. After 1914, there was no longer such direct control by foreign powers
- Russia had an increased influence in China following the 1917 Revolution and the formation of a United Front (1924) with Sun Yat-sen's Guomindang
- Japan's intervention in Manchuria in 1931 and eastern China, meant that foreign influence in China changed from political to military, as the Japanese captured major cities, such as Shanghai, Beijing and Nanjing
- Foreign influence was seen in the Soviet-Japanese war in Manchuria along the Amur-Ussuri river borders in early 1939. Two foreign powers fought to win Chinese territory.

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

- The Soviet Union's influence remained important throughout much of the period. Both the GMD and the CCP were helped by Soviet supplies and finance
- There was continuity, in that control of China by foreign powers continued through the Versailles Treaty, which recognised Japanese claims to former German rights in the Shandong peninsula of China
- In 1922, foreign influence was lessened when, as a result of the Washington Treaties, the Japanese agreed to withdraw their troops from Shandong and the former German-leased territory at Jiaozhou Bay was returned to China
- The threat from foreign powers continued through the period with a wide range of foreign powers occupying parts of China in 1900 and the Japanese taking control of significant territory in the 1940s.

Question	
B4 (c) (ii)	<p data-bbox="448 271 1238 304">How far did Chinese society change in the years 1949-76?</p> <div data-bbox="448 360 1426 573" style="border: 1px solid black; padding: 5px;"><p data-bbox="459 371 1038 405">You may use the following in your answer:</p><ul data-bbox="608 412 991 483" style="list-style-type: none"><li data-bbox="608 412 991 445">• the Marriage Law (1950)<li data-bbox="608 452 991 483">• education.<p data-bbox="459 533 1059 566">You must also use information of your own.</p></div> <p data-bbox="448 645 1406 707">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="448 712 1310 801">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points that suggest change may include the following:

- The Marriage Law of 1950 gave women extra rights, including divorce, and the Electoral Law of 1953 gave them equal voting rights and encouraged them to become involved in politics
- The policy of collectivisation swept away the control of large landlords and gave peasants a much greater say in how their villages were run
- There was a change in the role of women, with a significant increase in the number of women taking up employment, rather than remaining at home running the family. In 1949, 9% of the workforce was female: in the 1960s it was 30%
- Under Mao, there was a change in the attitudes of young people. The Cultural Revolution saw school students turning on their teachers, some of whom were beaten to death
- Religion was identified as one of the 'Four Olds'. Public worship was banned and clergy sent to prison camps.

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

- There was no real long-term change in attitudes to women. Arranged marriages continued and women who divorced their husbands were looked upon as outcasts
- Authoritarian control over the lives of ordinary Chinese continued, as witnessed by enforced collectivisation, attacks on intellectuals and controlling radicalised young people in the Cultural Revolution by sending them into the mountains and villages
- Religion proved very difficult to wipe out and many clergy continued to practise in secret. There was also a growth in ancestor-worship after the Cultural Revolution.

B5: The changing roles of international organisations: the League and the UN, 1919-c2011

Question	
B5 (a)	<p>Explain TWO ways in which the League of Nations Assembly was similar to the UN General Assembly.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A similarity was their roles. Both the Assembly and the General Assembly debated issues and made recommendations• A similarity was in the method of voting. Each member was equally entitled to one vote.	

Question	
B5 (b)	<p>Explain TWO causes of the weaknesses of the UN in Sudan (2005-11). Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content: Relevant points may include:</p> <ul style="list-style-type: none"> • A reason was the UN could only do what the Sudanese government allowed, thus limiting its actions and scope • A reason was there was no mandate for the UN to enforce its decisions. In 2005, the Basic Principles were ignored and arrest warrants against Al-Bashir were not enforced • A reason was the complexity of the issues. There were numerous rebel groups fighting each other as well as the Sudanese government, so it was difficult for the UN to take a clear line. 	

Question	
B5 (c) (i)	<p>In the years 1919-64, how significant was the Korean War (1950-53) in changing the ways in which the international organisations kept the peace?</p> <div data-bbox="459 439 1123 636" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• Manchuria (1931-33)• the Korean War (1950-53).<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points that it was significant may include:

- The Korean War was the first time the forces of an international organisation had been deployed to a country to restore peace and showed this could be an effective strategy
- The Korean War showed that international cooperation could work in helping to restore peace as armies were assembled from a large number of nations
- The 'Uniting for Peace' resolution was passed, allowing the General Assembly to pass a resolution, under certain circumstances, when one of the five permanent members used the veto. This ensured actions could be taken to keep peace
- The significance of the Korean War can also be seen in the questioning of the UN's approach to peacekeeping, with it being accused of acting as a tool of US foreign policy.

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

- Manchuria was significant as it showed the inability of the League to act quickly, thus failing to prevent further Japanese invasion and suggesting to other powers that the League was weak
- The Italian invasion of Abyssinia suggested that the League was not even taken seriously by its own members, Britain and France, who put forward the Hoare-Laval Pact. This severely impacted the League's ability to keep the peace
- The UN's role in the Congo was significant as it involved itself in the internal affairs of the Congo in order to resolve the dispute
- The UN's role in Palestine was significant to its ability to keep the peace as it saw the establishment of the UN's first peacekeeping force.

Question	
B5 (c) (ii)	<p>How far did the work of the specialised agencies of the League improve the lives of workers in the years 1919-39?</p> <div data-bbox="459 347 1123 577" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the International Labour Organisation• Child Welfare Committee.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points that suggest there was an improvement may include:

- Nansen worked with the ILO to find refugees employment, setting up a special commission in 1926 to help with this
- By 1939, the ILO had created 67 conventions that dealt with issues such as hours, unemployment, working conditions for women and children and health and safety
- By 1930, the League had made positive progress in dealing with slavery, encouraging its end in a number of countries including Nepal, Jordan and Persia
- In 1930, the League was asked to investigate slavery in Liberia and reforms were passed abolishing it.

Relevant points that improvement was limited may include:

- The success of the ILO in improving conditions for workers was initially limited, as the range of countries it was able to work with was dependent on membership of the League, which was small
- Although the Child Welfare Committee findings provided a strong link between living conditions, wages and nutrition, countries rarely acted on its findings
- The improvements of workers' rights was dependent on the desire of a country to work with the ILO, e.g. ratification of its conventions
- The continued existence of slavery suggested the work of the ILO had not been completely successful.

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

Question	
B6 (a)	<p>Explain TWO ways in which warfare in the Middle East in the years 1967-73 was different from warfare in the Middle East in the years 2000-11.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was in the type of equipment used, e.g. unmanned ground vehicles were not used in the wars 1967-73, but were extensively used in 21st century Middle East conflicts• A difference was in the tactics used, e.g. the use of Blitzkrieg tactics. The Israelis used these tactics to great success in the wars of 1967-73, whereas in 21st century Middle East wars these tactics were not employed.	

Question	
<p>B6 (b)</p>	<p>(b) Explain TWO causes of the importance of conventional warfare in the first Gulf War (1990-91).</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A reason was the value of submarines to launch Tomahawk Cruise Missiles at strategic land targets inside Iraq • A reason was the value of stealth aircraft which prevented the Iraqis from identifying coalition aircraft • A reason was the value of infantry land forces, backed by tanks, to support the air offensive. 	

Question	
<p>B6 (c) (i)</p>	<p>How significant were aircraft carriers in developments in sea warfare in the years 1930-75?</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"> • submarines • aircraft carriers. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest they were significant may include:</p> <ul style="list-style-type: none"> • The war in the Pacific during the Second World War showed the importance of aircraft carriers to naval victories • Aircraft carriers proved very effective in enabling fighter aircraft to be deployed in island warfare during the Second World War • In the 1960s, the development of larger, nuclear-powered aircraft carriers allowed for greater range in sea warfare • Aircraft carriers were increasingly used to carry large number of land-based troops and equipment to distant theatres of war. <p>Relevant points that their significance was limited / other factors were significant may include:</p> <ul style="list-style-type: none"> • Battle cruisers and patrol boats played a significant support role in the early development of a Japanese empire in East Asia during the 1930s. • Aircraft carriers were considered vulnerable to attack by other ships, aircraft, submarines, or missiles as they had limited fire power. This meant an aircraft carrier needed to be accompanied by other vessels to protect it • Submarines were significant in preventing supplies reaching the UK in the Battle of the Atlantic • The development of nuclear submarines from 1952 allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them. 	

Question	
<p>B6 (c) (ii)</p>	<p>How significant was the Vietnam War in changing land warfare in the years 1945-2000?</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"> • atom bombs • the Vietnam War. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
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B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B7 (a)	<p>Explain TWO ways in which Jewish immigration into Palestine, in the years 1922-36, was different from Jewish immigration into Israel in the years 1948-52.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• A difference was the amount of immigration. In the years 1948-52, c. 750 000 Jews moved to Israel, whereas c. 250 000 Jewish immigrants arrived in 1922-36• A difference was who authorised the immigration. From 1950, the Law of Return, passed by the Israeli Knesset, encouraged immigration, whereas from 1922-36, immigration was encouraged by the mandate set up by the League of Nations.	

Question	
<p>B7 (b)</p>	<p>Explain TWO causes of opposition to the Oslo Peace Accords.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content: Relevant points may include:</p> <ul style="list-style-type: none"> • A reason was the amount of the West Bank that remained in Israeli hands. This caused opposition amongst Palestinians • A reason was the difficulties experienced by Palestinians in moving between towns and villages due to Israeli roadblocks • A reason was Netanyahu believed the accords were incompatible with Israel's right to security. 	

Question	
B7 (c) (i)	<p>How far did the approach to solving disputes about ownership of land in the Middle East change in the years 1917-49?</p> <div data-bbox="459 347 1123 544" style="border: 1px solid black; padding: 10px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Balfour Declaration (1917)• the UN partition plan (1947).<p>You must also use information of your own.</p></div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

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

- Attempts to solve disputed territorial claims changed as the pressures of increased Jewish migration to Palestine required the setting up of the Peel Commission in 1937
- Change occurred in 1948 when Israel became a state and attempts to solve the issue of disputed territories led to war breaking out
- There was change to the amount of land distributed to Arabs and Jews between each of the official attempts to resolve the issue. The Peel Commission suggested a more equal share of the territories than the UN Partition Plan
- There was change in the urgency of the need to solve the disputed territories after the Second World War, following the Holocaust and the international outrage this caused
- There was change in the way the UN Partition Plan imposed change, rather than being a negotiated suggestion about how to deal with the lands.

Relevant points that change was limited may include the following:

- There was continuity in the contradictions inherent in international attempts to deal with the territorial claims. The Balfour Declaration was unclear, as were the terms of the mandate given to the UK
- Continuity can be seen in the way in which the issue of Jerusalem was maintained as an international zone
- Continuity can be seen in the aim to achieve a Jewish homeland in Palestine, which was originally stated in the mandate.

Question	
<p>B7 (c) (ii)</p>	<p>(i) How far did relations between Israel and its neighbours change in the years 1956-83?</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"> • Suez Crisis (1956) • conflict in Lebanon (1982-83). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that there was a change may include the following:</p> <ul style="list-style-type: none"> • There was change during the Suez crisis as Israeli attacks were aimed against Egypt rather than against its other Arab neighbours • Change can be seen in the decreasing hostility between Israel and Egypt after the Camp David Accords of 1977 • Change can be seen as the focus of Israelis moved to Lebanon following the relocation of the PLO there after being expelled from Jordan • Change can be seen in the exchange visits made by Israeli and Egyptian leaders in 1977. <p>Relevant points that change was limited may include the following:</p> <ul style="list-style-type: none"> • There was continuity in Israeli actions against its neighbours in 1956, with the invasion during the Suez Crisis, the 1967 pre-emptive strikes and the involvement in the conflict in Lebanon in 1982. • There was continuity in the military success that Israel achieved against its neighbours during this period and the resentment this led to amongst its neighbours • There was continuity in that, in most conflicts during this period, Israel was able to make territorial gains at the expense of its Arab neighbours • There was continuity in that Israel was constantly defending its right to exist against its neighbours. 	

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