Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE

In History (4HI1/02)

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: AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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

Section A: Question (b)

Target: AO3 (8 marks): Use a range of source material to comprehend, interpret and cross-refer sources.

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

Section A: Question (c)

Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1-2**	• Simple comment is offered about cause(s). [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	**3-5**	• Features of the period are analysed to explain causes. [AO2] • Specific information about the topic is added to support the explanation. [AO1] **Maximum 4 marks for an answer dealing with one cause.**
3	**6-8**	• Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2] • Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] **No access to Level 3 for an answer dealing with one cause.**

Section B: Question (c)

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

SECTION A: Historical Investigation

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

Question	
A1 (a)	Describe **TWO** features of **EITHER** the role of General Haig **OR** the Gallipoli campaign. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for the role of General Haig:

- The role of General Haig was as the Commander-in-Chief of British forces on the Western Front from December 1915. He was responsible for the offensives on the Somme in 1916 and Ypres in 1917
- Haig's tactics to break the stalemate emphasised the use of heavy artillery bombardments and frontal assaults. The losses suffered by the forces under his command were criticised by many, including the Prime Minister, Lloyd George.

For example, for the Gallipoli campaign:

- The Gallipoli campaign took place in Turkey, the location of a major Allied offensive in 1915. The intention was to force the Ottoman Empire from the war and open up a third front in Europe against Austria-Hungary and Germany
- British, French and ANZAC troops made an amphibious landing at Gallipoli in April 1915. Making little progress, and suffering huge casualties, they were withdrawn eight months later.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the Anglo-German naval race before 1914? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Germany had been increasing its naval strength – Source A refers to Germany building 'more ships' while Source B states that Germany 'sought to build more ships' under its Naval Laws
- The sources agree that Britain reacted negatively to Germany's naval programme – Source A indicates that a leading politician saw this a serious challenge to Britain's position and Source B states that Britain 'thought it was being threatened'.

Points of difference may include:

- Source A suggests that Germany's naval programme was a threat to British power and interests, whereas Source B states that it was not a threat and was never intended to be a threat
- Source A states that Britain saw its navy as 'defensive not aggressive', whereas Source B states that it sought 'to destroy' Germany's navy, even though it wasn't a serious threat.

Points regarding extent may include:

- There are some differences of emphasis between the sources regarding Britain's reaction to the German naval building programme and the actual threat it posed to British security
- The sources strongly agree that Germany was increasing the size of its navy and that Britain saw this a major threat.

Question	
A1 (c)	Extract C suggests that Great Britain was mainly to blame for the rising European tensions before 1914. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A indicates that Britain contributed significantly to the escalation of the arms race in Europe before 1914 ('will increase the number we build…superiority will become larger.')
- Source B suggests that Britain over-reacted to the German naval programme ('simply to protect its colonies…nowhere near the British total.')
- Extract C indicates that Britain 'was over-sensitive to threats' before 1914 and viewed German actions with 'unnecessary suspicion.'
- Britain contributed to rising tensions by a massive escalation in its military budget in the decade before hostilities finally broke out. Britain stoked rivalry with Germany by concluding 'ententes' with France in 1904 and Russia in 1907.

Relevant points which counter the view may include:

- Source A suggests that Britain acted proportionately to the German threat to its naval supremacy given its importance to national security
- Extract C suggests that Germany behaved 'recklessly' in pursuing its ambitions, and that this was significant in raising tensions in Europe before 1914
- Extract C suggests that fears of German aggression were felt not just in Britain but 'throughout Europe' and indicates that Britain joined the war in 1914 simply 'to protect Belgian neutrality' from this threat
- Britain consistently counselled peace during the periods of tension that led to war in 1914, e.g. the July Crisis. The actions of others (notably Serbia, Austria-Hungary and Russia) were more to blame for the developing crisis than Britain.

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe **TWO** features of **EITHER** Tsarist rule in Russia in 1905 **OR** the Kornilov revolt. **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 Tsarist rule in Russia in 1905:

- Tsarist rule in Russia in 1905 was based upon the principle of autocracy. According to the Fundamental Laws of Russia, Nicholas II had the power to pass laws and govern Russia as he chose, and without reference to anybody else
- In 1905, there was no parliament in Russia and the role of local councils was very limited. Civil liberties, like the freedom to criticise and oppose Tsarist rule, were heavily constrained.

For example, for the Kornilov Revolt:

- The Kornilov Revolt took place in August 1917 against the authority of the Provisional Government. Kornilov was the commander-in-chief of the Russian army, having been appointed by Prime Minister Kerensky
- During the Revolt, Kornilov targeted the Petrograd Soviet, which he blamed for weakening Russia's war effort. The Revolt failed when the Soviet and the Provisional Government united against Kornilov, and he was arrested.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the situation in Petrograd in February 1917? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Petrograd was in a state of unrest in February 1917 – Source A refers to 'the trouble' while Source B states that the city is 'in a state of lawlessness'
- The sources agree that food shortages were a factor in the unrest – Source A refers to the people wanting 'bread' while Source B states that 'food supplies' are disorganised.

Points of difference may include:

- Source A suggests that the situation in Petrograd was less serious, the trouble being caused largely by provocateurs, whereas Source B suggests that the situation was highly dangerous and close to impossible
- Source A suggests that the Tsar was still popular, whereas Source B suggests that he had lost the confidence of the people and that his government must be replaced without 'delay'.

Points regarding extent may include:

- The sources agree that there is unrest in Petrograd in February 1917 and that food shortages are, in part, to blame for the discontent
- The sources strongly differ about the extent of the unrest and about its implications for the Tsar.

Question	
A2 (c)	Extract C suggests that Nicholas II was overthrown because he underestimated the seriousness of events in Petrograd in February 1917. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that Nicholas underestimated the seriousness of events because he was informed by his wife that the unrest in Petrograd was minor ('small group') and that he still had the support of the people ('still worship you')
- Source B suggests that leading politicians were frustrated at Nicholas' inability to grasp the seriousness of the situation in Petrograd and had to implore him to take proper action ('It is urgent…Further hesitation will be fatal.')
- Extract C indicates that Nicholas was oblivious to the dangers facing his regime and that he failed to show 'real leadership' during the crisis
- While at the Front, Nicholas was repeatedly warned about the dangers of the situation at home by politicians, generals and his own uncle. He delayed his return to Petrograd until the situation was out of hand and abdication became his only option.

Relevant points which counter the view may include:

- Source B implies that the scale of disorder in Petrograd was already so great ('lawlessness…the government is paralysed'), caused by massive shortages of food and other essentials, that Nicholas could not survive
- Source B and Extract C indicate that a breakdown in discipline in the armed forces was a factor in the Tsar's overthrow ('troops firing at each other', 'soldiers refusing to obey their officers')
- Extracts C suggests that Nicholas' overthrow was caused by longer-term factors such as failures in 'agriculture and transport'
- The fall of Tsardom in Russia had its roots in historical political, industrial and agricultural backwardness. The impact of a prolonged war made it more likely that there would be a major challenge to the Tsarist system.

A3: The USA, 1918-41

Question	
A3 (a)	Describe **TWO** features of **EITHER** the 'Monkey Trial' **OR** Father Coughlin's Social Justice campaign. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the 'Monkey Trial':

- The 'Monkey Trial' was a legal case that took place in Tennessee in July 1925. John Scopes, a teacher, was accused of breaking the State's laws by teaching Darwin's theory of evolution to schoolchildren
- During the trial, Scopes was defended by an agnostic, Clarence Darrow, while the prosecution case was put by Christian fundamentalist, William Jennings Bryan. Scopes lost and was fined $100.

For example, for Father Coughlin's Social Justice campaign:

- Father Coughlin's Social Justice campaign began in 1934. Coughlin was a Catholic priest and radio broadcaster who was highly critical of President Roosevelt's New Deal policies
- The National Union for Social Justice had a membership of over 7 million by 1936 and its own newspaper. After Roosevelt's re-election to the presidency in 1936, the movement broke up.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the problems facing the USA in 1932? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the USA was facing major problems in 1932 – Source A refers to the need to prevent starvation while Source B refers to 'people suffering such hardship'
- The sources agree that unemployment was a serious issue in the USA in 1932 – Source A refers to the need to 'create jobs' and to 'provide temporary work' while Source B refers to '10 million unemployed'
- The sources agree that the state of the economy was so serious that it was an issue for debate during the 1932 presidential election campaign.

Points of difference may include:

- The sources differ on the need for government action in dealing with the problems - Source A states that government 'has a duty' to provide help while Source B suggests that government intervention would be damaging.

Points regarding extent may include:

- There is some difference in emphasis regarding the solutions to the problems facing the USA, particularly the need for state intervention
- The sources agree strongly that the USA is facing a crisis and that many American people are suffering through poverty and unemployment.

Question	
A3 (c)	Extract C suggests that Roosevelt won the support of the American people in 1932 because he offered them hope. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that Roosevelt gave hope to the people by his determination to provide immediate help for those suffering through the Great Depression
- Source B suggests Roosevelt gave hope to the American people through his ambition 'to provide jobs for the unemployed' even if it cost many millions of government dollars
- Extract C suggests that Roosevelt ran a positive and energetic election campaign ('travelled around…ordinary people') and was able to convey his message of hope ('confident public speaker')
- Roosevelt spoke of 'a new deal for the American people' and of their 'right to earn a comfortable living'. He projected a calm and confident image through radio broadcasts and his campaign song was even 'Happy Days Are Here Again.'

Relevant points which counter the view may include:

- Source B suggests that some Americans believed that Roosevelt's policies were unachievable and potentially damaging rather than providing hope ('destroy our economy', 'cost…$9 billion…existing jobs.')
- Source C suggests that Hoover lost support because voters had little confidence in his remedies to tackle the Depression ('disliked…emphasis on self-reliance', 'did not believe his promise')
- Extract C indicates that Hoover lost support because of his failure to tackle the effects of the Depression while in office ('seemed heartless…ineffective policies', 'massive poverty with millions living on the streets.')
- Hoover contributed massively to his own defeat in 1932 because of his faith in limited government and 'laissez-faire' economic policies. As a result, he was forever associated in the minds of many people with soup kitchens and Hoovervilles.

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Domino Theory **OR** the Battle of Hue (1968). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for the Domino Theory:

- The Domino Theory was used by the USA to warn about the spread of communism during the 1950s. Eisenhower believed that the fall of one country to communism in southeast Asia would lead to the fall of neighbouring countries
- Kennedy cited the Theory when he agreed greater US support for South Vietnam in the early 1960s. He argued that if South Vietnam fell, then countries like Cambodia and Thailand would also be taken over by communist governments.

For example, for the Battle of Hue (1968):

- The Battle of Hue took place as part of the Tet Offensive. Hue, the ancient capital and third largest city in South Vietnam, was seized by the NLF and NVA before they were driven out after intense fighting
- The city of Hue was largely destroyed during the battle and tens of thousands were made homeless. Over 30 000 communists were killed or wounded during the battle, the bloodiest single episode of the whole Vietnam War.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the anti-war movement in the USA during the 1960s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that marches and demonstrations were a key part of the anti-war protest movement – Source A refers to a march as part of a 'national demonstration' in 1965 and Source B to demonstrations in New York City in 1965 and 1966
- The sources agree the anti-war movement was capable of attracting tens of thousands of supporters – Source A refers to '25 000' while Source B mentions 'over 50 000'
- The sources agree about criticism levelled at the anti-war movement – Source A states that they were seen as 'extremists' and Source B states that the movement was becoming more 'extreme'.

Points of difference may include:

- The sources differ over the response of Americans to the anti-war movement – Source A states that it was 'unpopular', among 'most', whereas Source B refers only to 'small groups of pro-war protesters.'

Points regarding extent may include:

- There is some difference between the sources concerning the scale of opposition to the anti-war movement
- The sources agree strongly that the anti-war movement could count on many supporters for demonstrations during the 1960s but that it was viewed negatively by some Americans.

Question	
A4 (c)	Extract C suggests that the anti-war movement contributed greatly to ending US involvement in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Source A suggests that the anti-war movement was growing in support in the mid-1960s, and even before Vietnam 'was an issue for many Americans'
- Source B indicates that the anti-war movement could count on the support of tens of thousands, including 'veterans' of the war itself, in its demands for immediate withdrawal
- Extract C states that the anti-war movement had a major influence on Johnson's decision to stand down in 1968 and on Nixon's policy of withdrawing from the conflict
- The anti-war movement grew throughout the late 1960s, fuelled by opposition to the draft and to developments in the war, e.g. Tet. It had a major effect on recruitment, the morale of serving soldiers and on politicians, in the Democrat Party especially.

Relevant points which counter the view may include:

- Source A states that 'most' Americans believed that the supporters of the anti-war movement were 'extremists who were anti-America'
- Source B suggests that the USA was deeply divided on the issue of the war and that anti-war marches were met with the 'angry insults' of pro-war protesters
- Extract C states that there were many Americans ('the silent majority') who supported the US's war aims in Vietnam in the late 1960s ('wanted to defeat communism')
- Even after the Tet Offensive, over 35% of Americans polled fully supported the war. The withdrawal of troops initiated by Nixon was driven more by the realisation that the war could not be won than by the pressure of the anti-war movement at home.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe **TWO** features of **EITHER** the provision of employment in the GDR **OR** the reunification of East and West Germany (March-October 1990). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for the provision of employment in the GDR:

- The provision of employment in the GDR was guaranteed for everybody by Article 15 of the Constitution and there was, officially, no unemployment. Women were strongly encouraged into the workforce, with over 85% in jobs by 1989
- The state played a hugely important role in allocating jobs to individuals. Better-paid jobs, or those with higher-status, were often allocated to those with better political connections and withheld from those of dubious loyalty to the regime.

For example, for the reunification of East and West Germany (March-October 1990):

- The reunification of East and West Germany followed the opening of the Berlin Wall and the collapse of the SED government. The Ten-Point Programme of Chancellor Kohl set out a pathway for closer integration
- Free elections in March 1990 indicated the desire of a majority of East Germans for reunification. The decline of the East German economy accompanied the process of political reunification during the summer of 1990.

Question	
A5 (b)	How far does Source A support the evidence of Source B about state control in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the state had considerable influence over citizens of the GDR – Source A shows ways in which the state could 'blacklist' a dissident and Source B indicates that it could even refuse people permission to marry
- The sources agree that the Stasi played a key role in state control – Source A indicates that it put 'pressure' on people to isolate their friends and Source B provides evidence of its surveillance methods.

Points of difference may include:

- The sources differ over the possibilities of emigration from the GDR – Source A suggests that there were legal ways of leaving by applying for permission, whereas Source B suggests that leaving was 'illegal' and you could be 'caught trying'
- Source B indicates that the Stasi could be incompetent and that its information was sometimes mistaken, whereas Source A suggests that it was highly effective.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the government's ability to enforce state control over emigration and of the Stasi's ability to enforce state control
- The sources agree strongly that the state had significant control over its population and that the Stasi was a key means of the state enforcing its will.

Question	
A5 (c)	Extract C suggests that state control of the population was not fully effective in the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that some prominent GDR citizens did speak out against aspects of SED rule ('I supported freedom of speech') indicating that state control was not fully effective
- Source B suggests that surveillance by the Stasi was not effective enough to maintain total control of the GDR's population ('I had left the GDR six months earlier.')
- Extract C indicates that many East Germans did not accept state control and sought to dissent, either by tuning in to foreign news programmes or by leaving the GDR altogether
- Though most conformed to state control outwardly, there was a significant degree of private dissent. State control weakened in the 1980s as the economy stagnated and closer relations with the FRG allowed more to sample living standards in the West.

Relevant points which counter the view may include the following:

- Source A suggests that state control was all pervasive, being able to destroy the career of a leading musician for speaking out ('banned from GDR television…cancelled without explanation.')
- Source B indicates that the means of control open to the state were extensive, even that people informed secretly on 'trusted' friends and/or family
- Extract C states that East Germans were subjected to the state's control through 'propaganda' ('controlled the mass media')
- The Stasi was well-resourced and arrested over 250 000 political prisoners during the years of the GDR. The GDR's generous welfare programme was an important means of state control and lessened its reliance on oppression.

SECTION B: Breadth Studies in Change

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

Question	
B1 (a)	Explain **TWO** ways in which the economy of the Southern states of the USA in 1861 was different from the economy of the Southern states of the USA in 1865. **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 (similarity/difference).

Marking instructions

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

Indicative content

Relevant points may include:

- A difference was that, in 1861, the economy of the South was generally thriving. By 1865 destruction of infrastructure and the Northern blockade had damaged cotton exports and brought poverty
- A difference was that, in 1861, the Southern agriculture-based economy was based on a sound financial system. After the War, the Southern financial system was ruined. Confederate currency was worthless, preventing economic growth.

Question	
B1 (b)	Explain **TWO** causes of the opposition to Westward expansion in the years 1803-49. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

Marking instructions

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

Indicative content:

Relevant points may include:

- A cause was the fears of Mexico, which was concerned that the expanding USA might take over the whole of the Southwest and encroach on Mexico
- A cause was the resentment of the Native Americans who found themselves displaced from their land and their way of life destroyed
- A cause was objections from many Americans at the treatment of Native Americans as expansion took place, e.g. breaking treaty agreements not to take certain Native American territory.

Question	
B1 (c) (i)	How significant was Shays' Rebellion in bringing about a change in the power of the Federal Government in the years 1783-1820? You may use the following in your answer: • Shays' Rebellion (1786) • the Missouri Compromise (1820). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that Shays' rebellion was significant may include:

- The rebellion was significant in extending Federal power as Federalists cited the rebellion as an example of the confederation government's inability to act effectively in maintaining law and order
- The rebellion emphasised serious weaknesses in the Articles of Confederation that prevented the national government from effectively managing the country's finances
- Federalists used the rebellion to heighten paranoia about weak government, drawing some anti-Federalists to the 'strong government' side and leading to the replacement of the Articles of Confederation with the US Constitution
- Fears arising from the rebellion informed the debate over the nature of the new constitution and helped the Federalists push their case for a strong federal government and diminished states' rights.

Relevant points that the significance of Shays' rebellion was limited may include:

- The establishment of the Constitutional Convention in 1787 was important as it increased the powers of the central government and led to accusations from the states that they might be dominated by central government
- There was an increase in powers as a result of the introduction of the first National Bank in 1791, which further extended the powers of the federal government
- Federal power was extended because of the work of Adams, who introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals
- The Missouri Compromise was important as it established the principle that Congress could make laws regarding slavery.

Question	
B1 (c) (ii)	How far were the problems faced by black Americans overcome in the years 1850-77? You may use the following in your answer: • the Dred Scott case (1857) • the Civil Rights Acts (1866 and 1875) You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest the problems were overcome may include:

- The extent of slavery was limited by the Compromise of 1850, which also amended the Fugitive Slave Act and was a step towards overcoming the problem of slavery by abolishing the slave trade in Washington, D.C.
- The 1866 Civil Rights Act gave Black Americans equality in law and full citizenship of the USA. This was boosted by the 1875 Act which outlawed racial discrimination in juries, schools, transportation, and public, overcoming the lack of civil rights
- The Amendments during and after the Civil War brought greater equality. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights. The 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau improved living standards by providing food, housing and medical aid, establishing schools and offering legal assistance to ex-slaves. It also attempted to settle former slaves on land confiscated during the Civil War.

Relevant points that suggest the problems were not overcome may include:

- The 1850 Fugitive Slave Act imposed criminal penalties on anyone interfering with a slave owner's rights to his slaves and restricted the legal rights of fugitive slaves to a fair trial. This Act had not been overturned by 1877
- The Dred Scott case was a significant step back as the court decided that no black Americans, free or slave, could claim U.S. citizenship
- The Freedmen's Bureau was not as effective as it should have been because many of the Southern states used the Black Codes to undermine its work and the Freedmen's Bureau lost funding because of opposition from Southern Democrats
- The 1875 Civil Rights Act was passed only after all references to equal and integrated education were stripped from it and it was later declared unconstitutional by the Supreme Court.

B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	Explain **TWO** ways in which the role of local authorities in public health after 1875 was different from their role in public health before 1875. **Targets: AO1 (2 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).

Marking instructions

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

Indicative content

Relevant points may include:

- A difference was that local authorities were now obliged to appoint a Medical Health Officer in charge of public health. Very few local authorities had such an officer before 1875
- A difference was that local authorities were now compelled to ensure there was a supply of clean water and that sewage was disposed of effectively. Previously, local authorities had been 'allowed' to provide these services.

Question	
B2 (b)	Explain **TWO** causes of improvements in surgery in the years 1865-1905. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

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

Indicative content:

Relevant points may include:

- A cause was Lister's discovery that a solution of carbolic acid on wounds greatly reduced the chances of infection and subsequent death
- A cause was the development of x-rays by Roentgen, which allowed surgeons to operate more precisely
- A cause was developments in safer blood transfusion, through the work of Landsteiner, that showed that transfusions worked effectively only between the correct blood groups.

Question	
B2 (c) (i)	How far was it Florence Nightingale who made the most significant contribution by a woman to the development of medicine in the years 1860-1920? You may use the following in your answer: • Florence Nightingale • Marie Curie. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points that suggest Florence Nightingale's contribution was the most significant may include:

- Florence Nightingale's high profile made it acceptable for women to train as nurses
- There was a greater focus on cleanliness in hospitals, and nurses were better trained, due in part to the work and reputation of Florence Nightingale
- As a result of Nightingale's recommendations, new hospitals were built out of materials which could be easily cleaned, with better ventilation and separate isolation wards for patients with infectious diseases
- Florence Nightingale's books highlighted the importance of women in medicine as well as the need for improvements in hospitals. 'Notes on Nursing' was translated into 11 languages, showing her influence beyond the UK.

Relevant points that Florence Nightingale's contribution was not the most significant may include:

- Elizabeth Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors. Her role as Dean of the London School of Medicine for Women improved the opportunities for women
- In 1915, Flora Murray and Louisa Garrett Anderson were invited by the War Office to run a large hospital in London treating soldiers wounded in the war. Their example helped reduce prejudice against women in senior positions in medicine
- Marie Curie's research into using radioactivity to kill or shrink tumours was the basis of radiotherapy
  Marie Curie developed mobile x-ray machines for use on the Western Front in the First World War and saved many lives.

Question	
B2 (c) (ii)	How far was the founding of the National Health Service (NHS) the most significant development in improving treatment in the years 1920-48? You may use the following in your answer: • plastic surgery • the NHS. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest the National Health Service was the most significant development may include:

- The NHS meant that everyone could access a wide range of health services that were free at the point of delivery. This was not the case before 1948
- The NHS provided services for a wide range of people, such as most women and all children, who had not been covered by the 1911 National Insurance system
- For the first time, a wide range of medical services which began at pregnancy and continued throughout a person's life were combined in one organisation.

Relevant points that suggest the National Health Service was not the most significant development may include:

- The discovery and development of penicillin had an enormous impact on the health of the nation, saving millions of lives
- As a result of the discovery of Prontosil, new drugs were developed that could treat pneumonia, scarlet fever and meningitis
- Surgery developed significantly, with McIndoe developing techniques for plastic surgery and the treatment of burns

  Developments in the storing and delivering of blood and the use of blood plasma saved many lives.

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which the right to vote in national elections before the Universal Male Suffrage Law in 1925 was different from the right to vote after the Law was passed. **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 (similarity/difference).

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

Indicative content

Relevant points may include:

- A difference was in the number of people who could vote. Before the law, 3.3 million could vote. The law increased the electorate to over 12 million
- A difference was that, from 1925, men over 25 could vote, no matter how much tax they paid. Before the Law, there was a taxation qualification for voting.

Question	
B3 (b)	Explain **TWO** causes of Japan's economic decline in the years 1919-25. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

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

Indicative content:

Relevant points may include:

- A cause was the return of economic competition from abroad, which had not existed during the First World War. This led to a reduction in exports and increase in imports
- A cause was increased agitation amongst the workers. This alarmed business who called on the army to break strikes and the disruption harmed production
- A cause was the devastating effect of the Kyoto earthquake that destroyed nearly 700, 000 homes and killed over 100,000 people.

Question	
B3 (c) (i)	How far was the Perry Mission the reason why Japan became a modern country in the years 1853-1919? You may use the following in your answer: • the Perry Mission (1853) • the Meiji Constitution. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points that suggest the Mission was the main reason may include:

- The Mission led to more contact with the West as Japan had to abandon its 'closed door' policy. It was forced to open a number of its ports to America and, later, other Western nations. This opened the door to new ideas
- As a result of Perry's enforced opening up of Japan to Western trade, the Japanese developed more respect for the military and economic strength of the West
- The Mission led to Japan accepting the technological superiority of the West and the use of its technological developments to modernise Japan's military and its industry.

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

- The setting up of the Council of State in 1869, with executive and legislative branches, meant a more modern, efficient government and reduced corruption
- The end of the Tokugawa Shogunate meant a change from a military regime to an outwardly modern, civilian regime. The introduction of the Meiji Constitution meant that the head of government was prime minister, assisted by a Cabinet
- In the Meiji period, the government improved education and communications. It also built factories and shipyards that were sold to entrepreneurs at a fraction of their value. This helped modernise industry
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet, thus providing more 'modern government'.

estion	
B3 (c) (ii)	How far was Konoe's period as Prime Minister a key turning point in the way Japan was governed in the years 1925-45? You may use the following in your answer: • the Public Security Preservation Law (1925) • Konoe. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest that Konoe's period as Prime Minister was a turning point may include:

- Konoe's time in power resulted in a more authoritarian rule. Political parties were forced to dissolve and Konoe's government set up the Imperial Rule Assistance Association, which provided candidates for elections
- During Konoe's period in power there was a tightening of government control over industry. The passing of the National General Mobilisation Law gave the government the powers to 'control material and human resources' in industry
- Konoe's period in power resulted in tighter control over the workers. It ordered all unions to dissolve and replaced them with workers' councils under the control of the Federation for Patriotic Industrial Service
- Konoe's time as Prime Minister saw government policy focused on the success in war and a focus of the country's resources on preparing for and fighting war.

Relevant points that suggest that Konoe's period as Prime Minister was not a turning point may include:

- The type of policies followed by Konoe were already ingrained in the hierarchical nature of society. His government was following policies linked to respect for Japanese traditional beliefs and uncritical serving of the emperor
- Konoe's time as Prime Minister did not lead to a change in the status of women. Women did not gain the vote until after the Second World War
- Control of radical ideology was already in place before Konoe's governments. The Public Security Preservation Law in 1925 had banned the expression of any ideas deemed anti-capitalist or dangerous to the 'national essence'
- Entry into the Second World War marked a turning point in the way Japan was governed, as government took tighter control of the economy, e.g. the Food Control Law (1942) gave government management of agricultural distribution.

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

Question	
B4 (a)	Explain **TWO** ways education before Deng's reforms was different from education after Deng's reforms. **Targets: AO1 (2 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).

Marking instructions

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

Indicative content

Relevant points may include:

- A difference was that, during the Cultural Revolution, many research institutions had been closed. Deng re-opened them and reinstated their technical staff
- A difference was that, under Mao, students did not travel abroad to study. Deng encouraged overseas education for Chinese students so that they could acquire knowledge that would be of value to China when they returned.

Question	
B4 (b)	Explain **TWO** causes of Deng's actions against the protesters in Tiananmen Square in 1989. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

Marking instructions

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

Indicative content:

Relevant points may include:

- Deng believed that the student protests at the time were a threat to Communism and so tough action had to be taken against them
- Deng took firm action because he had already declared martial law and the protesters refused to disperse when ordered to do. Consequently, Deng decided to send troops to the square to clear it
- Deng was aware that Communism was coming under pressure in other countries in the world and he wanted to make sure that the 'counter-revolutionaries' in China did not gain further support.

Question	
B4 (c) (i)	How far did life for people working in agriculture change in the years 1949-76? You may use the following in your answer: • landlords • the Great Leap Forward. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points that suggest that there was change may include:

- Many peasants now became landowners as the Agrarian Reform Law of 1950 resulted in land being confiscated from the landlords
- The status of many peasants rose following the destruction of the old elite in the countryside. Mao wanted to ensure that he did not lose peasant support for his reforms and ordered that they should be treated with moderation and respect
- The introduction of collectivisation meant that, by 1952, 40% of peasants were in Mutual Aid Teams. The Great Leap Forward intensified collectivisation so that, by 1958, 700 million people worked on collective farms
- The Great Famine, from 1958-62, seriously disrupted country life. 50 million people died and practices such as wife-selling or child-selling became common. There were even examples of cannibalism
- Following the Cultural Revolution, millions of young people were sent to the countryside. The peasants' life was disrupted as they had to provide food and accommodation and supervise work for these reluctant newcomers.

Relevant points that suggest that change was limited may include:

- Whilst, officially, the landlord class had been destroyed, in some areas richer peasants bought up large sections of land and employed peasants to work on them. So, life was little changed for the poorer peasants
- For most peasants their life continued as before. Although collectivisation meant more mechanisation, they worked very long hours to provide for their families and their standard of living was low
- Culturally, there was little change for people working in agriculture. Reforms in birth control and marriage did not reach many parts of the countryside. Children continued to be seen as family workers and education was neglected.

Question	
B4 (c) (ii)	How far did Chinese industry change in the years 1949-76? You may use the following in your answer: • heavy industry • the Great Leap Forward You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which suggest that there was change may include:

- The first Five-year Plan saw major changes in heavy industry. The main areas of concentration were coal, steel and petro-chemicals. Hundreds of new production plants were built in central China and Manchuria
- There were significant increases in production. The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce.
- The Great Leap Forward transformed China's infrastructure with the building of giant bridges, canals and dams and initially there were huge rises in the production of coal, wood, fertiliser and cement
- Industrial production for 1968 was more than 10 percent below that of 1966. The Cultural Revolution created chaos and led to a significant decline in the quantity and quality of goods produced
- The number of women involved in the industrial workforce increased dramatically, almost quadrupling between 1949 and the mid-60s.

Relevant points which suggest that change was limited may include:

- Throughout the period, industry was under tight control by Mao's government, either through taking industry leaders into partnership with the state or by banning private industry as happened under the Great Leap Forward
- There was continuity between the First and Second Five-year Plans (Great Leap Forward), with each focusing on expanding heavy industry
- There was continuity in that throughout the period the emphasis was on mobilising the Chinese workforce to demonstrate the success of communism by modernising China's industry.

B5: The changing role of international organisations: The league and the UN, 1919-c.2011

Question	
B5 (a)	Explain **TWO** ways in which the organisation and structure of the League of Nations was different from the organisation and structure of the United Nations. **Targets: AO1 (2 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A difference was that the United Nations Security Council needed a majority of nine out of 15 to make decisions, whereas its equivalent in the League, the Council, had needed a unanimous decision to take action
- A difference was that the UN Charter required all members to provide whatever assistance was necessary, including armed forces, but the League of Nations did not have its own armed forces.

Question	
B5 (b)	Explain **TWO** causes of the success of the United Nations in the Korean War (1950-53). **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

Marking instructions

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

Indicative content:

Relevant points may include:

- A cause was that the UN was able to pass a series of resolutions requiring North Korea to withdraw from South Korea because in 1950 the Soviet Union was boycotting the UN and could not veto the resolutions
- A cause was the fact that, having passed resolutions ordering North Korea to withdraw, the UN was able to raise a powerful international force led by the USA to force the North Koreans out of South Korea
- A cause was the decision made to use the General Assembly to pass a 'Uniting for Peace' resolution. This meant that the Soviet Union, which stopped boycotting the UN in August 1950, could not block the UN's actions by applying a veto.

Question	
B5 (c) (i)	How far did the work of the international organisations in dealing with the protection of human rights and refugees change in the years 1945-2011? You may use the following in your answer: • Palestine (1947-49) • Bosnia (1992-95). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that there was change may include:

- The scale of the work undertaken to protect victims of warfare increased significantly, e.g. UNHCR's budget in 1950 was USD 300, 000 but this rose to over USD 7 billion by 2011
- In 1991 for the first time, the UN sent soldiers into Croatia to support the humanitarian work of other UN agencies. This included helping thousands of fleeing refugees
- The UN changed its general approach in 1998 when, following genocide in Bosnia and Rwanda, Boutros-Ghali announced that the UN had the right to intervene if nations committed abuses in their own countries
- In 2005, Boutros-Ghali confirmed a more hands-on approach by issuing his Agenda for Peace, saying all nations should protect human rights and repatriate refugees. If a country failed to do so, the international community should step in
- In 2005, the UN adopted an even more aggressive approach when it agreed that NATO should use air strikes against Serbian positions in Bosnia to protect the safe areas it had set up for fleeing citizens.

Relevant points that suggest change was limited may include:

- In 1948, the UN issued a Declaration of Human Rights and set up the UN High Commission for Human Rights that, throughout the period, co-ordinated the safety and repatriation of refugees, e.g. protection for Namibian refugees in 1989
- The UN High Commission for Refugees was established in 1950 and, throughout the period, set up country-specific organisations, such as UNRWA in Palestine, after one million refugees fled from Israel in 1949 and also set up UNIFIL in Lebanon
- The use of diplomacy and Resolutions continued throughout the period with Resolution 242 in 1967 saying there should be a just settlement of the refugee problem in the Middle East and Resolution 688 after the First Gulf War.

Question	
B5 (c) (ii)	How far, in the years 1919-39, was the League's reaction to the Italian invasion of Abyssinia (1935) the key turning point in the League's ability to maintain world peace? You may use the following in your answer: • The Aaland Islands (1920) • the Italian invasion of Abyssinia (1935). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest the League's reaction was the key turning point may include:

- The Abyssinia crisis was the first attempt by the League to stop the aggression of a European major power and showed that nations put their own interests before those of world peace by agreeing very limited sanctions against Italy
- The Abyssinia crisis showed that the two major European powers in the League, Britain and France, were prepared to ignore the Covenant of the League and conclude their own arrangement with Italy
- The Abyssinia crisis emphasised the fact that the League was ineffective without the USA as Italy overcame oil sanctions by buying supplies from the USA.

Relevant points that suggest the League's reaction was not the key turning point may include:

- The Aaland Islands dispute was significant because, just one year after its foundation, the League settled a dispute between two members peacefully and showed that collective security could work
- The failure of the League to deal effectively with Japan in Manchuria damaged its reputation. Japan left the League and suffered no consequences, leading to other nations being unconcerned about the consequences of aggressive actions
- The failure of the League to take strong action against Hitler's rearmament and remilitarising the Rhineland (1936), emphasised its weakness
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

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

Question	
B6 (a)	Explain **TWO** ways in which warfare in the first Gulf War (1991) was similar to warfare in the second Gulf War (2003). **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 (similarity).

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

Indicative content

Relevant points may include:

- A similarity was the use of aerial bombardment to begin the campaign. In both wars there were air strikes on government and military installations
- A similarity was that the initial aerial bombardment was followed by an infantry advance, supported by tanks and other armoured vehicles.

Question	
B6 (b)	Explain **TWO** causes of the problems associated with the use of drones in warfare in the early twenty-first century. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

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

Indicative content:

Relevant points may include:

- A cause was the fact that drone strikes sometimes resulted in innocent civilian deaths. It has been estimated that, by 2011, there had been over 300 drone strikes, resulting in between 300 and 500 civilian deaths
- A cause was that the fact that the tactic of using drones to assassinate 'enemy' leaders led to accusations that the West was involved in extrajudicial killings and even war crimes
- A cause was that drones were so effective at spying on micro areas, it was argued that their use resulted in a transgression of people's human rights as set out in the 1948 UN Human Rights Declaration.

Question	
B6 (c) (i)	How far do you agree that, in the years 1919-45, the most significant development in warfare was the use of blitzkrieg? You may use the following in your answer: • blitzkrieg • Hiroshima. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest blitzkrieg was the most significant development may include:

- Blitzkrieg was important because it showed how tanks and dive-bombers could be co-ordinated to provide a highly effective method of attack
- As a result of blitzkrieg, land warfare changed from the static front lines to increased mobility and combined arms and communication
- Blitzkrieg shaped the nature of fighting in future wars, as it was used not only in the Second World War in Europe but was also used in later wars.

Relevant points that suggest blitzkrieg was not the most significant development may include:

- The development of aircraft was extremely important, as it allowed for aerial warfare to be combined with land warfare, using tactics of terror as in Abyssinia and Guernica
- The development of aircraft carriers in the Second World War led to naval warfare between ships that were not visible to their enemy and allowed aerial warfare to take place a long way from airfields
- The further development of guerrilla tactics in the Spanish Civil War showed how war could be successfully fought against superior forces and was to be a tactic employed in many future wars.
- The development of the atomic bomb and its use at Hiroshima and Nagasaki was the beginning of a new type of 'nuclear' warfare with weapons created that could cause devastation on a previously unimagined scale.

Question	
B6 (c) (ii)	How far did developments in weaponry and technology change warfare in the years 1945-75? You may use the following in your answer: • the nuclear arms race • Arab-Israeli conflicts. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that it did change may include:

- The development of nuclear weapons meant that the nature of warfare changed to being more about creating deterrents and intimidating rivals, rather than actual fighting
- The development of advanced weapons encouraged the use of guerrilla warfare as it was impossible to take on a major power in open warfare
- Guerrilla warfare was affected by technological advances. For example, the USA used chemical warfare in Vietnam and different types of helicopters were used to provide support for ground forces, and deploying or retrieving soldiers
- Technological developments meant that conventional warfare saw changes. Surface-to-air missiles were used to shoot down enemy aircraft. North Vietnam claimed that SAMS were responsible for 60% of the US aircraft it shot down
- The launching of the first nuclear powered carrier, USS Enterprise, saw a significant increase in the range of aircraft carriers.

Relevant points that change was limited may include:

- Some types of low-tech warfare continued with little change, e.g. guerrilla warfare in this period continued to use surprise ambushes followed by retreat into hiding
- Combined arms tactics continued to be used as a successful strategy in warfare, such as in the Six Day War of 1967
- Although nuclear weapons were developed and became increasing powerful, there was no nuclear warfare after 1945.

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

Question	
B7 (a)	Explain **TWO** ways in which the aims of the British in Palestine in 1917 were different from the aims of the British in Palestine in 1946. **Targets: AO1 (2 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).

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

Indicative content

Relevant points may include:

- A difference was in 1917 Britain wanted to win the support of the Jewish community by saying they would look favourably on a Jewish homeland. In 1946, British aims were based around containing Jewish anti-British terror through repressive policies.
- A difference was in 1917 the British saw their role in Palestine as long term, particularly after the formal granting of the mandate in 1923. By the end of 1946, the decision had been made in London that British rule would end in 1947.

Question	
B7 (b)	Explain **TWO** causes of opposition to the 2003 Roadmap for Peace. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

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

Indicative content:

Relevant points may include:

- A cause was Hamas' belief that Israel should not exist. It objected even to talking to Israel, which was necessary to take the Roadmap forward, and carried out terrorist attacks during 2003
- A cause was the attitude of Jewish settlers who believed they had the right to settle on the West Bank. They objected strongly to the freeze on settlement within the roadmap
- A cause was opposition within the Israeli government. The Israeli government accepted the roadmap only after stating 14 'reservations'. The Prime Minister of Palestine stated that these reservations were not acceptable to Palestinians.

Question	
B7 (c) (i)	How significant was the role of the UN in attempts to improve the chances for peace in the Middle East in the years 1947-75? You may use the following in your answer: • the UN partition plan (1947) • Kissinger's Shuttle Diplomacy (1973-75). You must also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that it was significant may include:

- The UN agreed on a partition plan in 1947 which set out the borders of the two new proposed states which was intended to stop the hostilities within Palestine. It drew up defined borders for the two new states
- Following the Suez Crisis, the UN sent peacekeepers to Sinai to help keep the peace. This helped prevent large-scale conflict for 10 years
- UN Resolution 242 attempted to solve the Arab-Israeli conflict with the 'Land for Peace' solution, which was agreed by both the USA and the USSR following the Six-Day War. This laid out a framework for negotiating peace.
- The UN gave Palestine observer status in recognition of the need to use diplomatic means to calm down tensions following the Yom Kippur War. This meant Palestinians had some representation in the international community.

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

- The UN Partition Plan was not accepted by Palestinians or Arab nations and, once the state of Israel was declared, the Arab nations invaded and the first Arab-Israeli war broke out
- UN Resolution 242 was rejected by Arab nations and Palestinians and did nothing to stop the tension after the Six-Day War
- The Yom Kippur war had impacts beyond the Middle East, which damaged economies in the USA and Europe. This led to the USA encouraging Israel to negotiate
- Kissinger's shuttle diplomacy encouraged Egypt and Israel to negotiate after the Yom Kippur War. There was some success in seeing the Suez Canal reopen.

Question	
B7 (c) (ii)	How far were the Camp David Agreements (1978) the key turning point in relations between Arabs and Jews in the years 1978-2000? You may use the following in your answer: • the Camp David Agreements (1978) • the Oslo Peace Accords (1993). You must also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

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

- The Camp David Accords of 1978 saw peace between Egypt and Israel being agreed by both sides
- The Camp David Accords also saw deteriorating relations between Israel and Palestine as the needs of the Palestinians were not definitively addressed
- The Accords saw the Suez Canal and the Straits of Tiran being opened up to Israel again which improved relations between Egypt and Israel.

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

- The Camp David Accords did not bring a lasting change in relationships. There needed to be continual attempts to bring peace to the Middle East
- The war in Lebanon led to the creation of Hezbollah, which used guerrilla tactics to drive Israel out of Lebanon
- The First Intifada was a turning point as it led to a change of tactics. After the Intifada the PLO proposed a state solution, accepting the existence of Israel
- The Intifada led to a change of policy by Israel which had to consider an alternative to its military occupation of the West Bank and Gaza
- The Oslo Peace Accords were a turning point as there was a commitment made to set up a PNA, which would allow democratic elections in the West Bank and Gaza.

B8: Diversity, rights and equality in Britain, 1914-2010

Question	
B8 (a)	Explain **TWO** ways in which the treatment of Empire and Commonwealth immigrants in Britain after the passing of the Race Relations Act (1965) was similar to their treatment before the Act. **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 (similarity).

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

Indicative content

Relevant points may include:

- A similarity was that there continued to be discrimination in housing and employment, neither of which was covered by the Act
- A similarity was that they continued to suffer discrimination in everyday life as the Act excluded shops and private boarding houses, outlawing discrimination only in 'places of public resort.'

Question	
B8 (b)	Explain **TWO** causes of the founding of the Caribbean Carnival in 1959 by Claudia Jones. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).

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

Indicative content:

Relevant points may include:

- A cause was that Claudia Jones wished to raise awareness of the quality and positivity of Caribbean culture so as to counter the general suspicion and discrimination that existed in British society
- A cause was the desire to improve the lives of Caribbean immigrants by creating a sense of community and helping them to assimilate in the British way of life
- A cause was the problems that had occurred in 1958 in Notting Hill, where there had been race riots, reflecting a lingering feeling of resentment in the immigrant community and creating a sense of unease in the white community.

Question	
B8 (c) (i)	How far do you agree that the impact of war was the most significant factor in bringing about greater equality in the years 1914-45? You may use the following in your answer: • women and war work • government legislation. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest that the impact of war was the most significant factor may include:

- The role played by women in war work in 1914-18 changed the attitudes of some men and played a part in bringing about legislation which gave them the vote in 1918
- The contribution of Empire and Commonwealth troops in both wars raised awareness of the contribution they were making to Britain and helped pave the way for future legislation
- The high casualty rates, particularly in the First World War, brought disability into the lives of many British families and showed the need for improvements in opportunities paving the way for, e.g., the Disabled Persons (Employment) Act
- The First World War played a part in helping break down class barriers and undermining the idea of a 'ruling class'. The heroic deeds of many working class soldiers showed the need for an improvement in their opportunities.
- In the Second World War, many military personnel mixed much more freely with people of other social and ethnic backgrounds, which increased their understanding of different cultures and reduced prejudice based on ignorance.

Relevant points that suggest that the impact of war was not the most significant factor may include:

- The impact of war was limited. In 1945, many men still considered women to be inferior to men, racial discrimination was not uncommon, few saw the disabled as equal in society and the working class played little role in government
- Government legislation played the most significant role in bringing about greater equality. Changes in voting rights, the Sex Disqualification (Removal) Act (1919) and the Disabled Persons (Employment) Act all played a part
- Protest and pressure on the government from pressure groups such as trade unions and the British Deaf Association. Actions like the Jarrow March and opposition to the BUF marches helped bring about change.

Question	
B8 (c) (ii)	How far did the position of disabled people improve in the years 1944-86? You may use the following in your answer: • employment • the Chronically Sick and Disabled Persons Act (1970) You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points that suggest that there was an improvement may include:

- The Disabled Persons (Employment) Act (1944) was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established
- The Chronically Sick and Disabled Persons Act (1970) compelled local authorities to provide a range of services for' those who were blind, deaf, people with learning disabilities or mental illness and disabled people'
- Opportunities for participation in sport increased significantly with the Stoke Mandeville Games, leading to the Paralympics.

Relevant points that suggest that improvement was limited may include:

- The Disabled Persons (Employment) Act 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act
- Authorities or employers sometimes failed to make effective reforms due to inadequate resourcing or poorly worded legislation. Terms such as 'reasonable' and 'practicable' mean there was a lack of compulsion to act
- A lower percentage of disabled people was in employment or higher education than in the population as a whole, despite earlier legislation
- Within some elements of society, prejudice against disabled people continued in everyday life.

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