Mark scheme (Results)

November 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 it's 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, indication differences and deploying this to support the evaluation. • Relevant contextual knowledge is used directly to support the evaluation. • An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	**13-16**	• 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]
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]

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 go beyond two features.**
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 go beyond two features.**

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 go beyond two features.**

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 Battle of Dogger Bank **OR** US entry into the First World War. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for the Battle of Dogger Bank:

- The Battle of Dogger Bank was a naval battle between the British and Germans in January 1915. It took place in the North Sea, between the British coast and Denmark
- The Royal Navy intercepted a German raiding squadron near Dogger Bank and fired on it from long range. The German navy lost over 1000 men and two major cruisers, and the Royal Navy flagship, HMS Lion was damaged.

For example, for US entry into the First World War:

- US entry into the First World War occurred in April 1917. President Wilson authorised the USA's participation in the war on the side of the forces of the Triple Entente (Britain, France and Russia)
- US troops started to land in France from June 1917, under the command of General Pershing. US forces went into battle on the Western Front in large numbers during the German Spring Offensive in March 1918.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the fighting on the first day of the Battle of the Somme? 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 the fighting began very early in the day – Source A refers to 'Early in the morning' and Source B to 'before dawn'
- The sources agree that artillery played a key role in the fighting on the first day of the Battle – Source A refers to a 'massive artillery bombardment' by the British and Source B to an 'incredible storm' of artillery fire.

Points of difference may include:

- Source A claims that the British army reached its objectives during fighting on the first day of the Battle ('already occupied the German front line'), whereas Source B states that it made little or no progress ('Most British soldiers got nowhere')
- Source A states that the British suffered few losses in the fighting ('casualties are light') but Source B indicates that companies of soldiers were 'wiped out'.

Points regarding extent may include:

- There are some similarities between the sources with regard to the start of the Battle and the intensity of the artillery bombardment on the first day of fighting
- The sources strongly disagree over the degree to which the British Army was successful during the fighting on the first day of the Somme.

Question	
A1 (c)	Extract C suggests that the first day of the Battle of the Somme was a disaster for the British army. 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 B suggests that the first day of the Battle was a disaster, leading to the annihilation of some units and to 'terrible casualties'
- Extract C suggests that the first day was a disaster as the artillery bombardment failed to destroy German defences, leading to British soldiers being caught on the German wire in their attack
- Source C suggests that the first day was a disaster from the British army as 'almost 20 000 men were killed.'
- The first day on the Somme saw the worst losses in British military history (over 57 000 casualties). The first day highlighted many British failures (e.g. the lack of precision of its artillery) in sharp contrast to the success of the French further south.

Relevant points which counter the view may include:

- Source A claims that the first day of the Battle was not a disaster, as the British army claimed ground, captured prisoners and suffered light casualties
- Extract C indicates that some British units did make progress ('The village of Mametz was taken')
- Extract C suggests that the first day of the Battle taught British Generals important lessons that were useful for future attacks and battles on the Western Front
- German losses on the first day of action were also great, and the attack did relieve pressure on Verdun, as intended. The setbacks of the first day led to a change in British tactics, e.g. the introduction of tanks, night raids and creeping barrages.

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe **TWO** features of **EITHER** the setting up of Soviets in 1905 **OR** the Kronstadt Naval Mutiny. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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

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

Indicative content guidance

For example, for the setting up of Soviets in 1905:

- The setting up of Soviets in 1905 began with the establishment of workers' councils in Petrograd and Moscow. The Soviets gave voice to workers' interests during the upheaval of the 1905 Revolution
- The Petrograd Soviet was fully established by October 1905. The Soviet represented thousands of workers from across the city from different workplaces, and included both trade union and women's delegates.

For example, for the Kronstadt Naval Mutiny:

- The Kronstadt Naval Mutiny took place in March 1921. The sailors of Kronstadt demanded reforms to Soviet rule, e.g. a reduction in Bolshevik power, the restoration of free trade unions
- The Kronstadt sailors had been staunch supporters of the October Revolution and had played a key role in the Bolshevik seizure of power. The mutiny was crushed by the Red Army and many of those who took part were executed.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the July Days? 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 the July Days saw considerable unrest and bloodshed – Source A mentions 'killed and wounded hundreds' and Source B refers to 'three days of considerable violence'
- The sources agree that the Bolsheviks were blamed for the events of the July Days – Source A claims that the crowds were led by Bolshevik 'members' and Source B indicates that the Bolsheviks were targeted for punishment following the July Days.

Points of difference may include:

- Source A claims that the July Days demonstrators were supported by 'German spies' but Source B refers to it only being 'claimed' by 'Fake documents' that 'the Bolsheviks were German agents'
- Source B details the crackdown on the Bolsheviks by the Provisional Government after the army ended the unrest and violence of the July Days – this is not mentioned in Source A.

Points regarding extent may include:

- The sources differ over the role played by the Germans during the July Days
- The sources strongly agree that the July Days witnessed major violence and unrest in Petrograd and that many believed that the Bolsheviks were responsible.

Question	
A2 (c)	Extract C suggests that the July Days seriously damaged the Bolsheviks. 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 the Bolshevik aim to overthrow the Provisional Government in July 1917 ended in defeat ('demands failed')
- Source B indicates that the Provisional Government cracked down heavily on the Bolsheviks following the July Days ('newspapers…closed', 'Lenin was driven into hiding.')
- Extract C states that, following the July Days, 'it looked as if the Bolshevik Party had been destroyed'
- Many revolutionaries involved in the July uprising, disappointed by Lenin's refusal to support them fully, blamed the Bolsheviks. The events strengthened the rivals of the Bolsheviks (the Mensheviks and SRs) that had supported the Provisional Government.

Relevant points which counter the view may include:

- Source A suggests that many people blamed 'the supporters of the February Revolution' more widely, rather than only the Bolsheviks, for the violence of the July Days
- Extract C states that, only weeks later, the Bolsheviks were 'called upon' to help defend Petrograd from Kornilov, indicating that the July Days were not a complete disaster for them
- Extracts C suggests that, in October, the Bolsheviks had sufficient strength to bring about the overthrow of the Provisional Government, suggesting that the July Days were a setback rather a disaster for them
- The Bolsheviks still had great support and influence in Petrograd, even after the uprising was crushed. Shortly after the July Days, Trotsky was released from prison, after demands from the Petrograd Soviet, and Lenin was able to return to Petrograd.

A3: The USA, 1918-41

Question	
A3 (a)	Describe **TWO** features of **EITHER** the Sacco and Vanzetti Case **OR** the Social Security Act. **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 Sacco and Vanzetti Case:

- The Sacco and Vanzetti Case concerned two Italian immigrants who were executed in 1927. They were convicted of murdering two men during an armed robbery in Massachusetts in 1920
- Many believed that the trial of Sacco and Vanzetti was unfair and biased against them because they were immigrants and political radicals. Many protests against their convictions were held throughout the USA and the rest of the world.

For example, for the Social Security Act:

- The Social Security Act was passed by Congress in 1935. It was part of FDR's New Deal to counter the effects of the Great Depression
- The Act introduced financial support for those in need, such as older people, the unemployed and children. It was challenged in the Supreme Court in 1937 but was judged to be lawful.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the Bonus March? 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 the Bonus Marchers included former members of the US Army – Source A refers to '5000 war veterans' and Source B to 'veterans…marching on Washington.'
- The sources agree that the Bonus March resulted in unrest in Washington – Source A refers to 'violence' and 'rioting', and Source B to 'the worst violence…in years.'.

Points of difference may include:

- Source A indicates that Congress was willing to provide some help to the Bonus Marchers ('provided money…to return home.') but Source B suggests that it was not sympathetic to the Marchers' cause ('voted against…bonuses')
- Source A refers to the Bonus Marchers being infiltrated by 'communists and criminals' – this is absent from B.

Points regarding extent may include:

- There is some difference of emphasis between the sources with regard to the attitude of Congress towards the Bonus Marchers and the role of political infiltrators
- The sources agree greatly that the Bonus March was a movement of protesting army veterans and that it resulted in significant violence in Washington.

Question	
A3 (c)	Extract C suggests that President Hoover's decision to use force against the Bonus Marchers was a serious mistake. 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 B suggests that it was an error by Hoover to use force against those who were both 'veterans' of the First World War and struggling to make ends meet ('I might as well starve there')
- Extract C indicates that 'most Americans were very critical' of Hoover's decision to use force against the Bonus Marchers
- Extract C suggests that it was wrong for Hoover to use force against 'unarmed citizens' ('America is no longer a free country.')
- Many Americans sympathised with the Marchers, who were requesting their bonuses because of severe need. FDR made political capital out of Hoover's harsh attitude toward those in poverty, which contributed to his victory in the 1932 election.

Relevant points which counter the view may include:

- Source A claims that Hoover had little option but to use force against the Bonus Marchers ('no government can tolerate'), whose ranks had been infiltrated by 'communists and criminals'
- Source B indicates that the Bonus March had resulted in considerable 'violence' in Washington, suggesting that Hoover was justified in using force to bring it to an end
- Extract C suggests that Hoover was right to resist the demands of the Bonus Marchers ('cost the government over a billion') and indicates that he believed that the Marchers were being 'influenced by political extremists'
- Both Army intelligence and a later government investigation supported the view that communists were using the March to stir up revolution in the USA. The mass demonstration by Marchers outside Congress in June put pressure on Hoover to act.

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe **TWO** features of **EITHER** the fall of Diem (1963) **OR** pro-war demonstrations in the USA. **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 fall of Diem (1963):

- The fall of Diem (1963) took place in November when the President of South Vietnam was driven from power. Diem was overthrown in a coup organised by senior officers in the South Vietnamese armed forces
- The USA was informed in advance of the coup but did not step in to save Diem. Diem and his brother were murdered despite being assured that they would be allowed to go into exile.

For example, for pro-war demonstrations in the USA:

- Pro-war demonstrations in the USA took place throughout the conflict. They focused on the importance of standing up to communism and of supporting 'our boys' fighting in Vietnam
- Demonstrations in favour of the war were common after Nixon was elected president in 1968. The Hard Hat Riots in 1970 began when construction workers disrupted an anti-war demonstration in New York, chanting pro-war slogans.

Question	
A4 (b)	How far does Source A support the evidence of Source B about Search and Destroy? 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 Search and Destroy operations were extremely stressful and dangerous for US troops – Source A refers to them as 'risky and terrifying' and Source B to a soldier experiencing 'tremendous fear'
- The sources agree the Vietcong used booby traps to kill US soldiers on Search and Destroy missions – Source A refers to 'ambushes and booby traps' and Source B to a soldier breaking 'a trip wire on an enemy booby trap.'

Points of difference may include:

- The sources differ over the tactics used by Search and Destroy missions – Source A indicates that they were successful if the Vietcong attacked 'well prepared' positions but Source B suggests that US units had success by attacking enemy camps
- Source A mentions the changing tactics used by the Vietcong, shifting to 'surprise' attacks on poorly-defended positions – this is not mentioned in Source B.

Points regarding extent may include:

- There is some difference between the sources concerning the tactics that brought success for Search and Destroy operations
- The sources agree strongly that Search and Destroy operations were extremely difficult for US soldiers.

Question	
A4 (c)	Extract C suggests that Search and Destroy did little to benefit the US war effort. 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 Search Destroy operations experienced 'high' casualty rates
- Source B indicates that Search and Destroy operations put US soldiers in constant danger of their lives and could be unsuccessful in attempting to engage and kill Vietcong forces ('the enemy scattered')
- Extract C suggests that the success of Search and Destroy operations was blunted by the skills of the Vietcong in 'guerrilla warfare', and that they did reputational damage to the US by the 'high numbers' of civilians killed
- Search and Destroy led to low morale among US troops because they were exposed to extreme danger in hostile territory, often for little discernible benefit. The violent destruction of villages turned many South Vietnamese against the US cause.

Relevant points which counter the view may include:

- Source A suggests that Search and Destroy could contribute to the war effort by forcing the Vietcong to change their tactics and become more circumspect ('attacked only…properly defended')
- Source B indicates that Search and Destroy could lead to some military achievement ('destroyed their camp and supplies.')
- Extract C states that Search and Destroy contributed to the US war effort through intelligence gathering and by destroying Vietcong supplies
- Search and Destroy was central to Westmoreland's strategy of attrition, seeking to take advantage of the USA's superiority in arms and technology. It tied down communist forces in South Vietnam and inflicted very heavy losses on them.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe **TWO** features of **EITHER** relations between the GDR and the Eastern Bloc **OR** the development of a GDR identity. **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 control of the young in the GDR:

- Control of the young in the GDR was undertaken both in school and outside school (through organisations like the Free German Youth). The FDJ was a youth movement for those aged between 14 and 25, which was controlled by the SED
- The SED wanted young people to grow up as good socialists, willing to work hard to build up the GDR and to defend it. Young people who showed opposition or unenthusiasm for the SED's aims were denied good jobs or university places.

For example, for the development of a GDR identity:

- The development of a GDR identity was a policy followed by the governments of both Ulbricht and Honecker. A new flag and national anthem were introduced, helping the GDR to be accepted as a separate state, independent of the FRG
- State visits by SED leaders were used to establish an independent identity for GDR, e.g. Honecker's visit to Ethiopia in 1979. The participation of East German teams in international sport, especially the Olympics, enhanced the GDR's identity.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the construction of the Berlin Wall in August 1961? 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 Wall was a significant barrier between East and West – Source A refers to 'Checkpoints' and Source B to 'Barbed-wire fences'
- The sources agree that travel between the Eastern and Western sectors of Berlin was more difficult – Source A refers to 'inconvenience for people' and Source B to traffic between East and West Berlin as being at a 'complete standstill'.

Points of difference may include:

- The sources differ over who ordered the Wall to be built – Source A claims it was built on the orders of the government of the GDR ('ordered by our government'), while B claims that the USSR was behind it ('a crisis started by the USSR.')
- Source B claims that the building of the Wall broke international agreements ('breaks all previous…with the West.') but this is absent from A.

Points regarding extent may include:

- There is some agreement between the Sources about the nature of the new barrier and the difficulties it was causing for citizens of East and West
- The sources disagree strongly over who was responsible for the construction of the Wall.

Question	
A5 (c)	Extract C suggests that the consequences of building the Berlin Wall were positive for the GDR in 1961. 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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Indicative content:

Relevant points which support the view may include:

- Source A indicates that the Wall benefitted the GDR ('to safeguard peace and protect …citizens')
- Source B indicates that by building the Wall, the GDR was able to stop the increasing number of its people from leaving for the West
- Extract C suggests that, by stopping East Germans from experiencing life in the West, the GDR became 'more stable'
- The building of the Wall convinced many of the GDR's most productive citizens to commit to the country, benefitting its economy. As a consequence of the Wall, the GDR was able more easily to establish itself as a separate, and independent, state.

Relevant points which counter the view may include the following:

- Sources B suggests that the Wall damaged the reputation of the GDR by demonstrating that it was necessary to build a barrier to stop its people leaving ('the communists do not have the support of the people.')
- Extract C suggests that the Wall created difficulties for the GDR by worsening relations with the richer FRG
- Extract C suggests that the building of the Wall damaged the GDR by making it more dependent on the USSR
- From the start, the Wall symbolised the negative international reputation of the GDR as a 'prison state' and a puppet of the USSR. Many sought to cross the Wall to the West, forcing the GDR to spend huge sums fortifying and patrolling the border.

SECTION B: Breadth Studies in Change

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

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the way the USA was governed before the presidency of Jefferson (1801-09) was different from the way the USA was governed after his presidency. **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 the Twelfth Amendment, passed during Jefferson's first term, meant that there was now separate voting for president and vice-president, in the electoral college, which had not previously been the case
- A difference was that before Jefferson's presidency, the Alien and Sedition Acts gave great power to the federal government to curtail the liberties of immigrants. After Jefferson's presidency, many of these restrictions no longer existed.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the failure of Grant's Peace Policy (1868) to improve conditions for Native Americans. **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

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

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

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

Indicative content:

Relevant points may include:

- A cause was lack of support for Grant's policies from the Board of Indian Commissioners. Although Grant had appointed the Board, it did not agree with some aspects of his Peace Policy
- A cause was resistance to the policy from the Native Americans. Some tribes, like the Cherokee, had not been moved onto reservations in 1868 and were reluctant to lose their independence
- A cause was lack of public support. In 1876, the Battle of the Little Big Horn saw the death of Custer and over 250 US soldiers. This turned public thinking against any moderate policy towards the Native Americans.

Question	Mark scheme
B1 (c) (i)	How significant were agreements between the United States and other countries in overcoming the problems posed by westward expansion in the years 1803-49? You may use the following in your answer: • the Louisiana Purchase (1803) • Native Americans. 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 agreements were significant may include:

- The Louisiana Purchase settled rights over lands west of the Mississippi and reduced French opposition to American settlers' expansion
- A treaty between the USA and Britain in 1817 provided for the demilitarisation of the Great Lakes region, confirming steady relations and reducing opposition by Britain towards the United States as pioneers moved deeper into the region
- The Transcontinental Treaty defined the western limits of the Louisiana Purchase and Spain surrendered its claims to the Pacific Northwest. In return, the United States recognised Spanish sovereignty over Texas
- The establishment of the 49th parallel as the border between the USA and British Canada in 1842 and Polk's compromise over Oregon with Britain in 1846 further reduced British opposition to settlers' Westward expansion.

Relevant points that suggest that the significance of agreements was limited may include:

- Warfare played a significant part in overcoming problems for settlers, e.g. c.1 million sq. miles constituting the present states of California, New Mexico, Nevada and Arizona was taken from Mexico as a result of the 1846 war
- Opposition from Native Americans was overcome by the Indian Removal Act, which was the first official abandonment of the US policy of respective the rights of Native Americans
- Resistance from the Native Americans was overcome by force. The Indian Removal Act was enforced by the US military. 100, 000 tribesmen were marched westward in the 1830s, with up to 25% perishing on route
- A significant problem created by Westward expansion was the dispute over slavery between slave states and slave-free states, which was only partially solved by the Missouri Compromise.

Question	
B1 (c) (ii)	How far was the Civil War the most significant event in changing the status of Black Americans in the years 1850-77? You may use the following in your answer: • The Fugitive Slave Act (1850) • the Civil War (1861-65). 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

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

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Indicative content

Relevant points that the Civil War was significant may include the following:

- The Civil War provided the opportunity for Black Americans to demonstrate their abilities and their commitment to the United States. Black soldiers comprised about 10 percent of the Union Army and a third of them were killed
- As a result of the Union victory in the Civil War and the ratification of the Thirteenth Amendment to the Constitution (1865), nearly four million slaves were freed
- The Civil War undermined the Southern economy and destroyed the political power of many Southern politicians who resisted change. It opened the way to greater equality measures during reconstruction.

Relevant points that suggest that the Civil War's significance was limited may include the following:

- The 1850 Fugitive Slave Act imposed criminal penalties on anyone interfering with a slave owner's rights to his property, and restricted the legal rights of 'fugitive slaves' to a fair trial
- The Kansas-Nebraska Act allowed those two territories to decide themselves whether or not to allow slavery within their borders. The Act undid the terms of Missouri Compromise, which prohibited slavery north of latitude 36°30´
- The Dred Scott case was a significant step back as the court decided that no black Americans, free or enslaved, could claim U.S. citizenship
- The Freedmen's Bureau helped deal with the immediate problems of previously-enslaved people by providing clothing, fuel and temporary shelter for freedmen and their wives and children
- The 14th Amendment gave Black Americans equal rights and the 15th Amendment guaranteed the right to vote.

B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	Explain **TWO** ways in which provision for the health of children before the reforms of the Liberal governments (1906-11) was different from provision for the health of children after the 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

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

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

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

Indicative content

Relevant points may include:

- A difference was that free school meals were now available for children from poor families. Previously, some children would go all day without a proper meal and their health suffered
- A difference was that a School Medical Service was set up, which meant children received medical checks at school. Also, health visitors visited homes to check the health of children. Previously, children had to visit doctors and pay for medical checks.

Question	
B2 (b)	Explain **TWO** causes of the passing of the Public Health Act in 1848. **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

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

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

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

Indicative content:

Relevant points may include:

- A cause was the work of Edwin Chadwick. He published a report called 'The Sanitary Conditions of the Labouring Population', which called for the conditions in which people lived to be improved to keep them healthy
- A cause was outbreaks of cholera in 1848, which affected a wide range of the population and led to demands from the middle and upper classes for improvements in sanitation to protect their health
- A cause was the realisation by the government of the need to improve towns that had the highest death rates. Improvements would be made by local authorities and the Act gave them the power to do so.

Question	
B2 (c) (i)	How far were the dangers involved in surgery overcome in the years 1848-1905? You may use the following in your answer: • chloroform • ligatures. 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 the dangers in surgery were overcome may include:

- The problem of pain was largely overcome by the use of anaesthetics, such as ether, chloroform and cocaine, and the invention of the chloroform inhaler, which meant operations did not have to be rushed and greatly reduced death from shock
- The work of Lister meant that the problem of infection was greatly reduced by the application of a solution of carbolic acid to clean wounds
- The development of a carbolic spray meant that both equipment and the surgeon's hands could be kept clean and this meant microorganisms were not transferred to an open wound
- Blood loss was greatly reduced as a result of Lister's use of catgut soaked in carbolic acid as ligatures
- The development of blood transfusions was a major step in dealing with blood loss after Landsteiner's discovery of blood types in 1902 enabled transfusions to be given safely.

Relevant points that suggest that the dangers in surgery were not overcome may include:

- Although chloroform took away pain during an operation, it led some surgeons to attempt longer and more complicated operations, which resulted in more deaths
- Blood transfusions were not easy to arrange because the donor had to be present when the transfusion took place so it was limited to static situations, such as hospitals, and was very difficult to organise in a field of combat
- Practical issues, such as the lack of donors, the propensity of blood to clot in the tubes used in transfusion and the inability to store blood all hindered progress in medicine.

Question	
B2 (c) (ii)	How far was the First World War the most important factor in the development of medicine in the years 1905-48? You may use the following in your answer: • the First World War • Florey and Chain. 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 First World War was the most important factor in the development of medicine may include:

- The War led to developments in x-rays because the numbers of injuries from shrapnel led to a concentration on developing an efficient way of locating metal in wounds. Marie Curie developed mobile x-ray machines
- The huge number of casualties in the War meant there was a greater need for blood transfusions. A means of storing blood was found as well as methods of providing transfusions before surgery, increasing the likelihood of survival
- As a result of the large number of limbs lost in the War, there was a development in the design of prosthetic limbs made from a light metal alloy
- The new types of warfare during the War led to more facial injuries and the work of Harold Gillies in developing new techniques in the use of skin grafts and plastic surgery. A plastic surgery unit was set up at Queens Hospital.

Relevant points that suggest the First World War was not the most important factor in the development of medicine may include:

- The discovery of penicillin and its development by Florey and Chain had an enormous impact on the health of the nation, saving millions of lives in World War Two
- As a result of the development of Prontosil, and an understanding of the value of sulphonamides, new drugs were developed that could cure pneumonia, scarlet fever and meningitis
- World War Two led to much greater opportunities in medicine for women, as nurses and doctors, e.g., in 1944 the government said it would give funding only to medical schools which admitted a reasonable number of women
- World War Two saw further advances in the treatment of new burns injuries, e.g. the work of McIndoe.

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which Japan's economy in 1853 was different from Japan's economy in 1867. **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 the influx of foreign investment after the Perry Mission (1853) and debasing of the coinage led to sharp inflation
- A difference was that, by 1867, the Japanese economy had suffered because of an increase of lightly-taxed, inexpensive Western goods, such as cotton. This drove many Japanese producers out of business.

Question	
B3 (b)	Explain **TWO** causes of the Japanese surrender in the War in Southeast Asia in 1945. **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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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

Indicative content:

Relevant points may include:

- A cause was the devastating impact of the USA dropping atomic bombs and causing unprecedented damage. The Japanese government felt it could not protect its people from further attacks
- A cause was the loss of life brought about by Allied bombing. By July 1945, more than a million Japanese civilians had been killed and the country was in turmoil
- A cause was the failure of Konoe's New Order policy designed to create the Greater East Asia co-Prosperity Sphere. In 1945, Konoe himself was advising the Emperor that Japan should surrender.

Question	
B3 (c) (i)	How far did Japan's treatment of China change in the years 1894-45? You may use the following in your answer: • the First Sino-Japanese War (1894-95) • Manchukuo (1931). 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:

- During the period, Japan varied the way in which it sought to make gains from China. Sometimes warfare was used and, on other occasions, as in the Twenty One Demands, it applied diplomatic pressure
- Japan often operated on its own in its involvement in China, but there were occasions, as in the Boxer Rebellion and the Treaty of Versailles, where influence was asserted alongside other nations
- From 1931, Japan's policy towards China became much more one of colonial annexation with military action taken to try to win control of the whole of China
- Japanese treatment of China was often based on an aggressive attempt to take control of territory and minerals but on occasions, as at Mukden, the Japanese attempted to portray military aggression as seeking redress for ill-treatment.

Relevant points that suggest that change was limited may include:

- Japan used warfare throughout the period. For example, in the First Sino-Japanese War (1894-95) and the invasion of Manchuria in 1931 (later re-named Manchukuo)
- Throughout the period, the Japanese treated the Chinese with little respect and often brutality, e.g. the massacre of Chinese soldiers after the capture of Port Arthur in 1895 and the Nanjing Massacre in 1937-38
- There was continuity in the fact that Japan looked to acquire land from China, e.g. Formosa, the Pescadores Islands and the Liaotung Peninsula in 1895, Manchuria in 1931
- There was continuity in Japan seeing China as a source of raw materials, particularly the invasion of Manchuria in 1931 to gain control of minerals.

Question	
B3 (c) (ii)	How far did the changes made during the Taisho Democracy have the most significant impact in changing the way Japan was governed in the years 1912-45? You may use the following in your answer: • the Taisho Democracy (1912-26) • Tenko. 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 the Taisho Democracy had the most significant impact may include:

- During the Taisho Democracy, Japan's government became more liberal. There was a shift in power from the old oligarchic advisors under the emperor and elected representative officials increasingly gained influence and power
- In this period, party rule began to take shape with elected politicians forming cabinets run by party members
- In the 1920s, a more repressive form of government was adopted in response to demands for more reforms. The army detained political activists it believed were radicals
- There was a suppression of democracy with the introduction of the Peace Preservation Law, which threatened up to 10 years imprisonment for anyone attempting to alter the kokutai (rule by the emperor and imperial government)

Relevant points that suggest the impact of the Taisho Democracy was not significant may include:

- During the Taisho Democracy, there was little change in the involvement of ordinary people in government with few opportunities for the lower classes and attempts to achieve political equality resisted by right-wing politicians
- Opposition to radicalism was significant. Through Tenko, the government forced left-wing activists to abandon their radical beliefs, thus reinforcing totalitarianism and militarism
- Under Konoe, a 'New Order' was introduced that led to Japan becoming a totalitarian state and increased the influence of the military. In 'time of national emergency' the Diet did not need to approve measures.

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

Question	
B4 (a)	Explain **TWO** ways in which Mao's position as a political leader after the Civil War was similar to his position before the Civil War. **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).

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 similarity.

Indicative content

Relevant points may include:

- A similarity was that Mao was seen as a great leader who was a skilful strategist. He had won the civil war and was now expected to rid China of its corrupt ways
- A similarity was that the basis of Mao's support was the peasants. They had helped the Communists survive in the 1930s and Mao was careful not to introduce policies in the countryside which might lose him support.

Question	
B4 (b)	Explain **TWO** causes of the attack on agricultural landlords in 1950. **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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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

Indicative content:

Relevant points may include:

- A cause was that Mao wanted to destroy the old elite and move China towards a Communist society
- A cause was that Mao wanted to reorganise agriculture and set up Agricultural Producers' Co-operatives. Landlords would be a stumbling block in introducing this policy
- A cause was that many village communities held 'struggle meetings' at which landlords were denounced and sometimes executed.

Question	
B4 (c) (i)	How far did challenges to Chiang Kai-shek's government change in the years 1925-49? You may use the following in your answer: • the Warlords • war with Japan (1937-45) . 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:

- The Communist challenge was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat
- There was a change in the position of the Soviet Union, which initially supported the GMD and told the CCP to work with Chiang. However, Chiang's treatment of the communists led to the Soviet Union supporting the CCP
- Communist opposition to the government took a different form after the Shanghai Massacre. From then it was increasingly based in the countryside; previously it was centred in urban areas
- The war with Japan was a change in the nature of opposition, as Chiang now had to engage in full-scale warfare against a foreign enemy.

Relevant points that suggest that change was limited may include:

- Challenge from the Warlords was a continuing challenge throughout the period; the Warlords were fighting to protect their own 'mini-kingdoms'
- Throughout the period, there was a constant military threat to the government, be it from the Warlords, Communists or Japanese
- External challenges to Chiang's right to govern the whole of China remained constant, e.g. from Britain and France in the Concessions; from the Soviet Union during the Northern Expedition and from Japan after 1931.

Question	
B4 (c) (ii)	How far was a greater involvement in China's economic life the most significant change in women's' lives in the years 1949-76? You may use the following in your answer: • collectivisation • marriage rights. 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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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which suggest that greater involvement in economic life was the most significant may include:

- Paid employment became a standard feature of many women's lives. The female workforce rose from 8% in 1949 to 29% by the mid-60s and, in the 1970s, China had the largest female workforce in the world
- The Great Leap Forward introduced common canteens, nurseries and 'houses of happiness' for old people so that women could be released from family commitments and work
- Women's lives changed significantly as a result of their work in collective farming. They now became part a regimented workforce and were compelled to perform physically demanding jobs, alongside men
- The Women's Federation, set up in 1949, helped women into work and supported them. By 1953, there were over 40 000 officials responsible for assisting local organising campaigns, making it easier for women to contribute.

Relevant points which suggest that greater involvement in economic life was not the most significant may include:

- There were significant changes in women's marriage rights. The 1950 Marriage Law banned arranged marriages, allowed women to divorce men and to have property rights
- As a result of China's largest pharmaceutical company producing contraceptives from 1954, women had control over when to become pregnant, though this was more the case in urban areas than in the countryside
- Women's participation in local politics increased in this period with many women playing an important role in the co-operatives and neighbourhood committees
- Women began to play a role in national politics with women being appointed as the first Minister of Health and the First Minister of Justice under Mao.

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

Question	
B5 (a)	Explain **TWO** ways in which the aims of the League of Nations were similar to the aims 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 (similarity).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- A similarity was that both organisations wanted to maintain peace in the world by arbitrating between nations in dispute and taking action against nations causing conflict
- A similarity was that both organisations wanted to improve the lives of individual citizens through the work of commissions and organisations, e.g. improving working conditions.

Question	
B5 (b)	Explain **TWO** causes of the failure of UN to solve the continuing problem of Palestine in the years 1967-73. **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 deep-seated distrust that the Arabs and Israelis had for each other, which meant that a settling of their differences by peaceful means was very difficult and there were wars both in 1967 and 1973
- A cause was the fact that neither the Israelis, nor the Arabs had faith in the United Nations ability to prevent hostilities. They both rejected Resolution 242 and UN attempts solve the problems in the region
- A cause was the involvement of the Superpowers. The USA was sympathetic to the Israelis and the Soviet Union tended to help the Arab states. So UN Resolution 338 had little impact compared to the actions of the Superpowers.

Question	
B5 (c) (i)	How far did international events in the years 1919-53 strengthen the peacekeeping ability of international organisations? You may use the following in your answer: • the Greek-Bulgarian War (1925) • the Korean War (1950-53). 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 a strengthening may include:

- Events in the Aaland Islands and Upper Silesia strengthened the League of Nations by showing that it was a credible organisation when it came to settling international disputes
- The problem of displaced persons in the early 1920s, as prisoners of war or refugees, was solved efficiently by the ILO and High Commission for Refugees, showing that where countries worked together, international problems could be solved
- The League was set up to prevent war and its intervention in the Greek-Bulgarian War (1925) ended that war and forced the two countries to come to agreement
- The events of the Korean War showed that the UN could be an effective peacekeeping force. Sixteen countries came together under the UN banner to force the North Koreans out of South Korea.

Relevant points that change was limited may include:

- The League's authority was undermined in the Manchuria Crisis when Britain and France responded slowly to Japan's invasion of China and seemed keen not to offend Japan
- The League also looked weak in the Abyssinia Crisis when a desire to keep on good terms with Mussolini as a potential ally against Hitler meant restricted sanctions against Italy and the Hoare-Laval plan drawn up outside the League
- In the mid-1930s the League became increasingly ineffective as Britain and France followed their own country-centred policy of appeasement and, when war broke out in 1939, all credibility was lost
- The UN lost credibility at the end of the Korean War when attempts to negotiate a post-Armistice settlement proved difficult and when control of the negotiations appeared to be in the hands of the Soviet Union and USA.

Question	
B5 (c) (ii)	How far did the work of the United Nations change in the years 1975-2011? You may use the following in your answer: • Namibia (1989) • Sudan (2005-11). 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 change may include:

- In Lebanon, the UN carried out humanitarian work but Namibia saw a different kind of peacekeeping work. In addition to supervising a ceasefire, the UN set up UNTAG to help build the necessary framework for a democratic state
- At the UN World Summit, the 'Responsibility to protect' principles were agreed in 2005, which established as part of its work the right of the UN to intervene if a country was failing to protect all of its people
- In Iraq, the UN carried out a new type of work in weapons inspections, attempting to maintain peace by locating weapons of mass destruction (WMD)
- In Kosovo, the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws.

Relevant points that suggest that change was limited may include:

- The main work of the UN was still peacekeeping and UN forces were used in this role in the Balkans, Somalia and other conflicts during the period
- The work of the Commissions continued to be important, e.g. UNCR in Namibia, UNICEF in Somalia, UNAMID in Sudan
- The role of the UN in the Gulf Wars followed the traditional UN approach of issuing resolutions, followed by a coalition military force
- In Sudan, a large peacekeeping force was sent into Darfur with orders to monitor events and humanitarian relief efforts. In keeping with UN traditional policy, the troops could defend themselves but take no other military action.

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

Question	
B6 (a)	Explain **TWO** ways in which the nuclear weapons available to the Superpowers immediately after the Second World War were different from the nuclear weapons available to them in 1975. **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 the way in which nuclear bombs were delivered. In 1946, they had to be dropped from aircraft. By 1975, ICBMs and nuclear submarines had been developed
- A difference was how powerful the weapons were. By 1975, nuclear weapons included thermonuclear weapons that were thousands of times more powerful than the original atomic bombs.

Question	
B6 (b)	Explain **TWO** causes of the use of guerrilla warfare in the Vietnam War. **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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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

Indicative content:

Relevant points may include:

- A cause was the inability of the Vietcong to match the firepower of the USA. The Vietcong had no aircraft, tanks or artillery of their own
- A cause was the experience that the Vietnamese already had of such tactics. They had used guerrilla warfare against the Japanese and against the French after World War Two
- A cause was the support of the local population who gave guerrilla fighters help and supplies. They also allowed Vietcong fighters to hide in their villages making it difficult for the Americans to identify their enemy.

Question	
B6 (c) (i)	How far did developments in technology change warfare in the years 1919-45? You may use the following in your answer: • guerrilla warfare • the atomic bomb. 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 science, technology and communications brought about change may include:

- Aerial bombardment changed from artillery shells to manned planes dropping bombs in the Spanish Civil War. During the last years of the Second World War, technological developments meant guided missiles were used remotely
- In the Second World War, aircraft carriers were used to carry planes which could be used in warfare even when there was no land. Fighter aircraft were deployed in island warfare during the Second World War
- Developments in radio communications led to more effective land attacks, with better co-ordination between air and land troops. The invention of radar allowed the British to resist the Luftwaffe in the Second World War
- Code-breaking technology led to Allied success in the Battle of the Atlantic in the Second World War, leading to a reduction in the threat to Allied shipping
- Nuclear technology saw the introduction of the atomic bomb at the end of the Second World War. This was to lead to an arms race and the potential for future nuclear war.

Relevant points that suggest that change was limited or other issues were more significant may include:

- Despite the improvements in technology, the effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground
- New tactics, rather than technology in submarine warfare, made a greater difference in the Second World War, with the use of wolf packs to attack British ships
- Guerrilla warfare, with its limited use of technological developments, continued to play a major role in warfare, as seen in the Spanish Civil War.

Question	
B6 (c) (ii)	How far do you agree that the most significant development in warfare in the years 1976-2011 was the development of drones? You may use the following in your answer: • aircraft carriers • drones. 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 development of drones was the most significant development may include:

- Drones were an effective method of reconnaissance without risk. They could observe enemy positions from a safe height and provide intelligence in helping plan an attack
- The drone, Predator, was designed for aerial reconnaissance, but had Hellfire missiles added. Later, the Reaper carried more munitions and had a greater range. These drones killed more than 2000 militants in Pakistan before 2011
- Drone strikes could be carefully targeted and were effective in targeting specific combatants. They helped reduce the impact on civilians and damage caused compared to other types of military force, such as large bombs.

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

- The development of terrorism changed the nature of warfare. The 9/11 attack on the USA, pipe bombs, improvised explosive devices alongside suicide bombers all increased the difficulties in facing terrorist activity
- There was significant development in aircraft carrier capability and range. The Nimitz Class aircraft carriers, introduced in 1975, could go 20 years without refuelling and carry VTOL aircraft, which played a role in the Gulf Wars
- Biological warfare was an important development. Saddam Hussein was alleged to have used poison gas against Kurds and, in 1995, a terrorist group carried out an attack using sarin on the Tokyo subway, killing 13 people
- Nuclear submarines developed and could fire Tomahawk missiles at land targets during the Gulf wars
- The precision of missiles improved with the use of high-res cameras and GPS technology.

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

Question	
B7 (a)	Explain **TWO** ways in which relations between Israelis and Palestinians before the Gaza War (2008-09) were different from relations between them after the War. **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 the truce between Israel and Hamas in Gaza, which Egypt negotiated in the summer of 2008, became a thing of the past, as over 1000 Palestinians died in the war
- A difference was that relations between Israel and the Palestinians were worse than ever. Palestinian militants began launching rocket attacks on Israel, which in turn, launched air strikes on Gaza.

Question	
B7 (b)	Explain **TWO** causes of the setting up of the Peel Commission in 1936. **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 desire of the British to have a peaceful situation in Palestine. They had taken on the mandate after the First World War and did not want the region to be a constant source of difficulty
- A cause was the high level of discontent amongst the Arab population. The Arab strike in 1936 had involved a damaging boycott of British trade
- A cause was the issue of the increasing Jewish immigration into Palestine. By 1936, almost a quarter of Palestine's population was Jewish, and the British hoped Peel would come up with a solution that would provide a lasting agreement on their status.

Question	
B7 (c) (i)	How far was Nasser's nationalisation of the Suez Canal the key turning point in Israel's relationship with its neighbours in the years 1948-73? You may use the following in your answer: • the Suez Canal (1956) • the Munich Olympics. (1972). 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 nationalisation was the key turning point may include:

- The nationalisation had an impact because it gave Israel the opportunity to again demonstrate its military superiority over the Arab states. The military objectives which the Israelis had at the start of the fighting were achieved
- The nationalisation led to a long-term benefits for Egypt. It had control of the Suez Canal and the support of the Soviet Union which helped rebuild the army and provided finance for the Aswan dam. A stronger Egypt worried Israel
- The nationalisation brought about the Suez Crisis of 1956 that led to greater involvement of the Superpowers in the Middle East. This led to greater funding for arms and greater polarisation between Israel and her neighbours.

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

- The 1948-49 War was important because it demonstrated Israel's military strength. Israel was invaded by the armies of five Arab states but still emerged victorious and with significant gains, thus increasing Arab bitterness
- The 1948-49 War resulted in over 700 000 Palestinians becoming landless refugees and resulted in ongoing disputes between the Israelis and Arab states throughout the period
- The Six-Day War was a consequence of the UN Partition Plan, which had divided Palestine. This Plan was not accepted by Arab nations and so set the tone for difficult relations between Israel and its neighbours
- The massacre at the 1972 Olympics brought Palestine to the attention of the world and made the Great Powers determined to find a solution. In response, Israel launched Operation Wrath of God, which angered Arab nations.

Question	
B7 (c) (ii)	How far did international involvement in the Middle East change in the years 1973-2003? You may use the following in your answer: • Shuttle Diplomacy (1973-75) • the Roadmap for Peace (2003). 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 international involvement changed may include:

- There was greater involvement of international powers as a consequence of Israel having begun full-scale production of nuclear weapons following the Six Day War and the threat this brought to world peace
- The oil crisis after the War of Yom Kippur led the USA to actively encourage the search for peace through the 'Shuttle Diplomacy of Kissinger'. In recognition of Kissinger's work, OPEC began selling oil to the USA again in 1974
- The Camp David Accords showed increased USA involvement and led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states in the Treaty of Washington
- The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. These were held as a result of the work of the Foreign Minister of Norway and were the first formal involvement of Norway
- In 2003, the European Union, the United Nations, the USA and Russia all backed the 'Roadmap for Peace'.

Relevant points that suggest that change was limited may include:

- The USA had always supported the Israelis with money and weapons since the time of the creation of the state of Israel
- The USA continued to be aware of the importance of involvement in the region because of its significance in providing oil
- Throughout the period, the USA's interest in the region revolved around the need to counter the growth of Soviet influence. Similarly, Soviet interest in the Middle East consistently involved trying to limit American influence.

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

Question	
B8 (a)	Explain **TWO** ways in which voting rights for women in 1914 were similar to their voting rights in 1918 after the First World War. **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).

Marking instructions

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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 after the First World War, women aged below 30 were still not able to vote in general elections. 60% of women did not qualify to vote in general elections
- A similarity was that women's voting rights were still inferior to those of men. The 1918 Act gave all men the right to vote at the age of 21 (or 19 if they had seen active service), whereas there was a householder qualification for women.

Question	
B8 (b)	Explain **TWO** causes of the setting up the British Union of Fascists (BUF) in 1932. **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 anti-semitism. There was a belief amongst BUF members that Jewish people were behind Britain's cultural decline in the 1930s and responsible for the spread of decadence within art, literature, cinema and sport
- A cause was the perceived lack of radicalism in existing parties. For example, Oswald Mosely had resigned from government in 1930 and set up the New Party – the immediate precursor to the British Union of Fascists
- A cause was an admiration for Mussolini's fascist system. When the BUF was founded, it was modelled on Mussolini's system.

Question	
B8 (c) (i)	How far do you agree that the most significant barrier to reducing discrimination against Commonwealth immigrants in the years 1962-86 was the contribution of Enoch Powell? You may use the following in your answer: • Enoch Powell • 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 Powell was the most significant barrier may include:

- Powell's speeches divided society and led to an increase in racism. It was common for his speeches on immigration to receive full coverage in the media and be followed by attacks on immigrants, particularly those from Asia
- Powell was particularly influential because he was a highly educated politician who gave discrimination a degree of respectability by wrapping his views up in academic scholarship
- Powell changed the debate at government level by his emphasis on numbers, how many immigrants were coming in, so that future policy tended to involve discriminatory legislation, such as in the Immigration Act (1971).

Relevant points that suggest that Powell was not the most significant factor may include:

- As Health Minister, Enoch Powell recruited 18 000 trained doctors from overseas to fill the manpower shortages caused by NHS expansion. He praised the work of these doctors, thus suggesting immigrants were beneficial
- Fear of unemployment played a role. The Bristol Bus Boycott came about partly because the trade unions feared their, largely white, membership would face competition for jobs
- Popular unrest and protest was a barrier. Race riots in a number of British cities led to the Conservative government under Harold Macmillan introducing the Commonwealth Immigrants Act
- Government legislation was a barrier. Legislation in 1968, 1971 and 1981 tightened up on immigration and helped foster the idea that immigrants were, in some way, a threat to the 'Britishness' of society
- Within society there was latent racism which made changing attitudes more difficult. TV programmes such as the *Black and White Minstrels* and *Love Thy Neighbour* tended to reinforce racial stereotypes.

Question	
B8 (c) (ii)	How far was the work of the National Council for Civil Liberties (Liberty) the main reason that there was greater social equality in the years 1986-2010? You may use the following in your answer: • the National Council for Civil Liberties (Liberty) • the Equality Act (2010). 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 Liberty was the main reason may include:

- During the 1980s, the National Council for Civil Liberties played a major role in the campaign for gay rights
- Liberty campaigned for human rights. In 1991, it published a 'People's Charter' as part of a campaign for human rights to be enshrined in UK law which helped lead to the passing of the Human Rights Act in 1998
- Liberty brought a legal case on behalf of a victim of modern-day slavery and publicised the lack of protection in UK law. This resulted in a new law criminalising forced labour in the UK.

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

- Other organisations and pressure groups, such as the LGBT Foundation, the British Council of Organisations of Disabled People and Amnesty, raised public awareness and campaigned for law changes to increase equality
- The increased media coverage of the contribution of racial and sexual minorities and disabled people, such as Stephen Hawking, had created an environment in which social injustice was less tolerated
- Cases such as that of Stephen Lawrence had publicised institutional racism and led to internal reform in organisations such as the police force
- Third-wave feminism helped women achieve greater equality by encouraging women to see themselves as assertive, powerful and in control of their destiny Artists such as Madonna and Queen Latifah provided powerful role models
- Government legislation, such as the 2010 Equality Act, provided a legal framework to protect the rights of individuals and advance equality of opportunity for all, protecting individuals from unfair treatment.

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