



# Mark Scheme (Results)

November 2023

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 first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

## Generic Level Descriptors for Paper 2

### SECTION A Question (a)

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

### Section A: Question (b)

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Target: 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	<ul style="list-style-type: none"> <li>Answers make simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Answer offers valid comment that identifies agreement and/or difference, using sources. Comprehension and some analysis of the sources is shown by the selection and use of material to support a comparison.</li> </ul> <p>Both agreement and difference must be identified for 5 marks.</p>
3	6–8	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.</li> </ul>

### Section A: Question (c)

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Targets: 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	<ul style="list-style-type: none"> <li>Answers offers simple, valid comment to agree with or counter the interpretation.</li> <li>Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</li> <li>Generalised contextual knowledge is included and linked to the evaluation.</li> <li>The overall judgement is missing or asserted.</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>Answers offers valid comment to agree with or counter the interpretation.</li> <li>Some analysis is shown in selecting and including details from the provided materials to support this comment.</li> <li>Some relevant contextual knowledge is included and linked to the evaluation.</li> <li>An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li> </ul>
3	9-12	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</li> <li>Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</li> <li>Relevant contextual knowledge is used directly to support the evaluation.</li> <li>An overall judgement is given with some justification and a line of reasoning is generally sustained.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement.</li> <li>Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.</li> <li>Relevant contextual knowledge is precisely selected and used directly to support the evaluation.</li> <li>An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>

### Section B Question (a)

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

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

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

### Section B: Question (b)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Simple comment is offered about cause(s). [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain causes. [AO2]</li> <li>Specific information about the topic is added to support the explanation. [AO1]</li> </ul> <p>Maximum 4 marks for an answer dealing with one cause</p>
3	6–8	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2]</li> <li>Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p>No access to Level 3 for an answer dealing with one cause.</p>

## Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>Limited knowledge of the topic is shown. [AO1]</li> <li>The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> <li>The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p>Maximum 6 marks for Level 2 answers that do not address three aspects.</p>
3	9–12	<ul style="list-style-type: none"> <li>An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p>Maximum 10 marks for Level 3 answers that do not address three aspects.</p>
4	13–16	<ul style="list-style-type: none"> <li>An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p>No access to Level 4 for answers that do not address three aspects.</p>

## SECTION A: Historical Investigation

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

Question	
A1 (a)	<p>Describe TWO features of EITHER the Bosnian Crisis (1908-09) OR the U-boat threat to Britain.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in</b> relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Bosnian Crisis (1908-09):</p> <ul style="list-style-type: none"> <li>• The Bosnian Crisis began in 1908 when Austria-Hungary incorporated Bosnia into its Empire. Bosnia had been part of the Ottoman Empire, though under Austrian protection</li> <li>• <b>Both Serbia and Russia opposed Austria's actions in Bosnia. During 1909, Russia threatened war against Austria over Bosnia but eventually backed down.</b></li> </ul> <p>For example, for the U-boat threat to Britain:</p> <ul style="list-style-type: none"> <li>• The U-boat threat to Britain began in September 1914. German submarines <b>threatened Britain's supply lines in the North Sea and Atlantic, and attacked Royal Navy vessels</b></li> <li>• During 1915, and again in 1917-18, Germany threatened to sink all ships entering British ports to starve Britain into seeking a truce. German U-boats sank over 4500 vessels during the course of the war.</li> </ul>	



Question	
A1 (b)	<p>How far does Source A support the evidence of Source B about the Battle of the Marne? Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that that the Battle of the Marne was a major confrontation – <b>Source A refers to 'heavy fighting' and Source B to an 'intense battle'</b></li> <li>• The sources agree that during the battle, some German units had retreated – <b>Source A admits that 'part of our army was ordered to retreat' and Source B claims that 'The Germany army continues to retreat.'</b></li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source A claims that the French counter-attack on the Marne has failed (<b>'held up the French') while in Source B the French claim 'certain victory'</b></li> <li>• <b>Source A claims that the German army is still advancing ('continue to make progress') while Source B claims it is the French who are 'continuing to gain ground'.</b></li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some similarity between Sources A and B about the nature of the fighting and that part of the German army has retreated</li> <li>• The sources strongly differ about the outcome of the battle – Source B claims the German advance has been halted while A suggests that the Germans are still making progress.</li> </ul>	

Question	
A1 (c)	<p>Extract C suggests that the main reason the Schlieffen Plan failed was <b>because Germany's enemies</b> fought hard.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### Marking instructions

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

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

### Indicative content:

Relevant points which support the view may include:

- Source A **indicates that the French engaged in 'days of heavy fighting' outside Paris**
- Source B states that the French fought hard at the Battle of the Marne in defence of their 'homeland' and that the Germans could not break their 'spirit'
- **Extract C states the Schlieffen Plan failed because Germany's enemies 'fought hard' and that 'fierce battles...quickly exhausted many German soldiers.'**
- The Schlieffen Plan envisaged British neutrality and early Russian and Belgian capitulations, none of which occurred. Though the French fell back in August, they fought determinedly to defend Paris in September.

Relevant points which counter the view may include:

- Source A states **that the Germans were attacked by 'larger' and 'strong' French** forces during the Battle of the Marne, suggesting that they were outnumbered and outgunned rather than outfought
- Source B suggests French patriotism was a factor in the failure of the Plan
- **Extract C indicates that 'German generals made vital mistakes' and suggests that the plan was over-ambitious from the start ('could only have worked if events had gone perfectly')**
- The Plan failed because it depended on continual forward momentum and numerical superiority over the Entente forces. Stretched lines of supply and heavy losses of men and materiel contributed to its failure.

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

Question	
A2 (a)	<p>Describe TWO features of EITHER the Lena Goldfield strike OR the Treaty of Brest-Litovsk.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited <b>according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Lena Goldfield strike:</p> <ul style="list-style-type: none"> <li>• The Lena Goldfield strike was a protest against dangerous conditions and low pay that began in March 1912. Over 6000 workers joined the strike</li> <li>• The government sent troops to Lena to suppress the strike. Over 250 people were shot dead in April when troops opened fire on protesters.</li> </ul> <p>For example, for the Treaty of Brest-Litovsk:</p> <ul style="list-style-type: none"> <li>• The Treaty of Brest-Litovsk was signed in March 1918 between Germany and Russia. The Treaty ended Russian participation in the First World War</li> <li>• As part of the Treaty, Russia surrendered huge amounts of territory to Germany, including the Baltic States and Ukraine. The Treaty was condemned by many Russians, including some Bolsheviks.</li> </ul>	

Question	
A2 (b)	<p>How far does Source A support the evidence of Source B about the influence of Rasputin?</p> <p>Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>The sources agree that Rasputin had influence over the Tsarina – Source A refers to his expulsion from court <b>being overturned 'at the demand of the Tsarina'</b> and <b>Source B to the 'limitless power' he had over her</b></li> <li>The sources agree that Rasputin's influence did damage to Tsarism– Source A refers to him <b>'turning the hearts of the people against you as their Tsar'</b> and Source B to him as a <b>'menacing' figure who 'was highly damaging' to the monarchy.</b></li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>Source B suggests that it was believed by many that Rasputin was exercising his influence at the Russian court in favour of Germany but this is missing in Source A</li> <li><b>The sources differ over Nicholas II's reaction to Rasputin</b> – Source A suggests that the Tsar recognised the damage that Rasputin was doing to the royal family, while <b>Source B suggests he was as subject to Rasputin's influence as</b> was his wife.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li><b>The sources differ over Rasputin's links to Germany and the degree of influence he held over the Tsar</b></li> <li>The sources strongly agree that Rasputin had considerable influence at the Russian court, over the Tsarina especially, and that his presence did damage to the dynasty.</li> </ul>	

Question	
A2 (c)	<p>Extract C suggests that the actions of Tsarina Alexandra did most to damage Tsarist rule in Russia during the First World War.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>Source A suggests that the Tsarina was able to influence her husband against his better judgement and the advice of important <b>political leaders ('at the demand of the Tsarina, this order was cancelled.')</b> to the detriment of Tsarist rule</li> <li>Source B indicates that Alexandra had allowed Rasputin to gain 'limitless power' over her and was deaf to rumours ('widely believed') that he was influencing her to favour Germany during the war</li> <li>Extract C states that the Tsarina 'lacked political skill' and suggests that she destabilised Tsarist rule during the war by her turnover of important government ministers</li> <li>Alexandra was an unpopular Tsarina, at court and in the country as a whole, even before the war broke out. During the war, her personality and German origins were frequently cited in secret police reports as causes of popular discontent.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source A suggests that the Tsar was a weak man, incapable of arresting the damage done by Rasputin to his rule – it suggests he did not act upon the advice of senior politicians during the war for fear of upsetting his wife</li> <li>Sources A and B indicate that that Rasputin was greatly responsible for damaging the reputation of Tsarist rule during the First World War</li> <li>Source C indicates that Nicholas' decision to leave for the front in 1915 was a 'huge error' for leaving his wife in control of the government</li> <li>Nicholas II was an arrogant, tin-eared man who continually ignored advice about the dangers to his rule, even from within his own family. Rasputin's damage to Tsarism was such that he was murdered by Romanov loyalists in December 1916.</li> </ul>	

## A3: The USA, 1918-41

Question	
A3 (a)	<p>Describe TWO features of EITHER mass production OR the Alphabet Agencies.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for mass production:</p> <ul style="list-style-type: none"> <li>• Mass production utilised new techniques and technologies to produce a greater volume of goods at lower prices to consumers. It was pioneered by Henry Ford, who used electricity to power assembly lines in making cars in Detroit, Michigan</li> <li>• New consumer goods like radios were produced by mass production. Businesses made large profits but work on the production line was often monotonous and boring.</li> </ul> <p>For example, for the Alphabet Agencies:</p> <ul style="list-style-type: none"> <li>• The Alphabet Agencies were created by President Franklin Roosevelt as part of his New Deal. They included the Agricultural Adjustment Administration, the Civilian Conservation Corps and the Tennessee Valley Authority</li> <li>• Sixty-nine federal agencies were created between 1933 and 1938. The Alphabet Agencies were criticised by opponents of the New Deal for creating too much government intervention in the lives of Americans.</li> </ul>	

Question	
A3 (b)	<p data-bbox="424 320 1394 389">How far does Source A support the evidence of Source B about Prohibition? Explain your answer.</p> <p data-bbox="424 439 1353 508">Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

## Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

## Indicative content

Points of agreement may include:

- The sources agree that Prohibition encouraged Americans to break the law – Source A **states that illegal alcohol producers 'spread contempt for the law' while Source B states that, because of Prohibition, many now break the law 'without worrying'**
- The sources agree that the young have been particularly affected by Prohibition – **Source A states that 'Those selling alcohol harm the young.'** while Source B states that young people have more 'taste for alcohol' because of Prohibition.

Points of difference may include:

- The sources differ in tone on Prohibition – Source A is uniformly negative, suggesting that it was a great mistake, while Source B is more balanced, suggesting that Prohibition has been partly successful
- Source A mentions those profiting from Prohibition (**'businesses worth hundreds of millions of dollars'**) – this is absent from Source B.

Points regarding extent may include:

- There is some similarity between the sources concerning the harmful effects of Prohibition and those groups affected by Prohibition
- The sources differ greatly in their overall assessment of Prohibition.



Question	
A3 (c)	<p>Extract C suggests that Prohibition was a failure.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to <b>candidates' deployment of material in relation to the</b> qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>Source A suggests that Prohibition was a failure because, supported by only a narrow section of the population, it created a wave of illegality and other unintended <b>consequences ('bribe politicians', 'undermine the police')</b></li> <li>Source B suggests that Prohibition was a failure for encouraging widespread law-breaking among ordinary <b>Americans ('a large part of the population...among young people.')</b></li> <li>Extract C suggests Prohibition was a failure because it created new problems that <b>even supporters agreed merited its abolition ('Organised crime became powerful', 'increasing corruption')</b></li> <li>Prohibition placed strain on the police and on justice systems, which could not cope with the scale of law breaking created by Prohibition. Depending significantly on liquor taxes, government finances were hard hit.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source B suggests Prohibition encouraged Americans to spend their money on their <b>families ('drive...to the country or the seaside at the weekend.')</b> instead of wasting it in 'filthy bars'</li> <li>Extract C indicates that crimes related to alcohol abuse did fall under Prohibition, at least initially</li> <li>Extract C suggests that Prohibition was not a failure because it led to public health <b>improvements ('hospitalisations and deaths from alcohol abuse declined.')</b></li> <li>Prohibition did benefit some sectors of the economy, e.g. as formal restaurants <b>closed, the number of 'fast' dining outlets tripled. The arguments over Prohibition</b> gave particular emphasis to the needs of women and the family.</li> </ul>	

## A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	<p>Describe TWO features of EITHER Operation Rolling Thunder OR university protests in the USA against the Vietnam war.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for Operation Rolling Thunder:</p> <ul style="list-style-type: none"> <li>• Operation Rolling Thunder was the name given to a US programme of aerial attacks that lasted in the years 1965-68. During Rolling Thunder, over 800 000 tons of bombs were dropped on targets in North Vietnam</li> <li>• Rolling Thunder attempted to prevent North Vietnam from supporting the communist NLF in South Vietnam. During the campaign, over 900 US aircraft were shot down and more than 500 US airmen were captured or killed.</li> </ul> <p>For example, for university protests in the USA against the Vietnam war:</p> <ul style="list-style-type: none"> <li>• University protests in the USA against the Vietnam war gained national prominence from 1965. Many marches and protests by university students were organised by the Students for a Democratic Society</li> <li>• To indicate their opposition to the war, many students burned their draft cards and chanted anti-war slogans. During an anti-war protest at Kent State University in 1970, four students were shot dead by the Ohio National Guard.</li> </ul>	

Question	
A4 (b)	<p>How far does Source A support the evidence of Source B about the Gulf of Tonkin incident (1964)? Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in</b> relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that there has been an attack by North Vietnam on US forces – in <b>Source A, Johnson refers to 'These latest attacks on our armed forces' while Source B refers to 'this attack on American warships'</b></li> <li>• The sources agree that the incident has prompted Johnson to seek support in Congress for further American action in Vietnam – Source A refers to future attacks being <b>'responded to'</b> and Source B to <b>putting more US soldiers in Vietnam.</b></li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• The sources differ over the likely consequences of the incident - Source A states that <b>it will not inevitably 'widen our involvement' in Vietnam, however Source B suggests that this is likely to happen ('Americans in a war...quickly escalating.')</b></li> <li>• <b>Source A suggests that the USA has a duty following the incident 'to assist South Vietnam in defending its freedom' but Source B states that the conflict in Vietnam is not America's to fight ('a war in which we have no business.')</b></li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is agreement between the sources over the belief that US forces have been <b>attacked and that the President is seeking support from Congress on the USA's response</b></li> <li>• The sources differ strongly about the likely consequences of the incident and over the <b>USA's role in Vietnam following the incident.</b></li> </ul>	

Question	
A4 (c)	<p>Extract C suggests that the Gulf of Tonkin incident (1964) was a turning point in the <b>USA's involvement in Vietnam</b>.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>Source A suggests that the incident was a turning point by the request of the <b>President for support from Congress for action authorising that all future attacks 'will be responded to'</b></li> <li>Source B suggests that the incident was a turning point because it encouraged the <b>President to request powers to increase the USA's armed strength in Vietnam 'whenever he believes it necessary.'</b></li> <li>Extract C states that the incident was a turning point as it marked the start of a <b>massive escalation in the number of US soldiers in Vietnam ('16 000...500 000') and changed the nature of their duties ('military advisers' to 'fighting the communists.')</b></li> <li>Before the incident, the USA had threatened to scale back its involvement in Vietnam. After the incident, and armed with the Gulf of Tonkin Resolution, Johnson felt confident in increasing US ground and air attacks against communist targets.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>Source A states that it was not a turning point as the USA had no intention of escalating its involvement in Vietnam as a result of the incident and was merely <b>seeking to maintain its existing policy ('will continue to assist South Vietnam')</b></li> <li>Source B indicates that it was not a turning point as there were already US forces in <b>Vietnam and that some had been killed ('We have lost far too many men already.')</b></li> <li>Extract C indicates that the US had been materially supporting South Vietnam for a <b>decade before the incident ('money and arms')</b> and that the two previous US Presidents had <b>'fully committed' the USA to defend South Vietnam's independence</b></li> <li><b>Belief in the 'domino theory' led the USA to commit to the defence of South Vietnam</b> from communism in 1954. Before the incident, Kennedy had secretly escalated the number of <b>'military advisors' in South Vietnam.</b></li> </ul>	

## A5: East Germany, 1958-90

Question	
A5 (a)	<p>Describe TWO features of EITHER the influence of Khrushchev on the building of the Berlin Wall OR the agreements of 1970-72 with the FRG.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the influence of Khrushchev on the building of the Berlin Wall:</p> <ul style="list-style-type: none"> <li>• The influence of Khrushchev on the building of the Berlin Wall was shown in a telephone call with Walter Ulbricht in August 1961. Khrushchev urged the East German leadership to close the border between West Berlin and the GDR</li> <li>• Khrushchev was in support of a Wall to prevent easy access between Soviet-controlled Eastern Europe and the West. He believed the Wall would help force the western powers out of West Berlin.</li> </ul> <p>For example, for the agreements of 1970-72 with the FRG:</p> <ul style="list-style-type: none"> <li>• The agreements of 1970-72 with the FRG refers to measures taken to improve relations between the GDR and FRG. The agreements were part of the policy of Ostpolitik initiated by Willy Brandt, the Chancellor of the FRG.</li> <li>• In the treaties of Moscow and Warsaw, the FRG accepted the European borders drawn up after the Second World War. The Basic Treaty of 1972 established formal relations between the FRG and GDR.</li> </ul>	

Question	
A5 (b)	<p>How far does Source A support the evidence of Source B about the lives of the young in the GDR? Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>The sources agree that the lives of the young were heavily politicised – Source A <b>refers to school activities designed to make them 'good socialists' while Source B refers to pledges taken by children to 'strengthen socialism'</b></li> <li>The sources agree that political education in the GDR began when children were young – <b>Source A refers to this occurring at an 'early age' and Source B to being forced to join SED youth organisations 'from the age of six'</b></li> <li>The sources agree that the need for children to respect authority figures was important in the GDR – in Source A, schoolchildren stood when the teacher entered <b>their classroom while in Source B, they swore an oath to 'respect their parents'.</b></li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>The sources differ over where young people were politically influenced – Source A <b>refers to a school environment while Source B concerns youth organisations 'after school'.</b></li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>There is some difference between Sources A and B about where young people were subject to political influence in the GDR</li> <li>The sources agree strongly that the lives of young people were greatly influenced by socialist ideology and that such politicisation began at a young age.</li> </ul>	

Question	
A5 (c)	<p>Extract C suggests that the main purpose of government policies towards the young in the GDR was to ensure loyalty to the SED.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A <b>states that schools encouraged activities designed to make 'good socialists'</b></li> <li>• <b>Source B claims that during childhood, 'the influence of the SED was everywhere'</b> and that youth organisations were openly political in nature</li> <li>• Extract C refers to the domination of the lives of the young by the SED, both inside school ('curriculum...strongly influenced by socialist principles') and out ('The only youth organisations allowed were run by the SED.')</li> <li>• Under the Law on the Unified Socialist Education System, introduced by Margot Honecker in 1965, school life was infused with SED ideology. Through its activities, the FDJ sought to prepare young people for admission directly into the SED.</li> </ul> <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Source A indicates that schools did focus on 'academic education' and on fostering other values such equality and togetherness ('Everybody had to be involved...completed every day.')</b></li> <li>• Source B indicates that besides the stress on socialism, young East Germans were <b>also exhorted to 'study hard' and 'be kind to others'</b></li> <li>• Extract C indicates that policies towards the young in East Germany were designed to <b>help build the GDR economically ('boost the economy') and to create greater fairness ('half of all university students...working-class homes.')</b></li> <li>• Government policies encouraged young people to become academically qualified, particularly in vocational subjects, in the hope of aiding economic development. As well as politicisation, the FDJ also provided a range of leisure activities for the young.</li> </ul>	

## SECTION B: Breadth studies in change

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

Question	
B1 (a)	<p>Explain TWO ways in which westward expansion after the Louisiana Purchase was different from westward expansion before the Louisiana Purchase.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A difference was that the USA was now expanding more rapidly. Before the Purchase the Union had been much smaller. The Purchase brought 828,000 square miles into the Union, nearly doubling its size</li> <li>• A difference was that it motivated further expansion west to the Pacific Ocean. Before the Purchase, colonial powers restricted access to lands further west. Now settlers had free access to the Mississippi and the strategic port of New Orleans.</li> </ul>	



Question	
B1 (b)	<p>Explain TWO <b>causes of the failure of Grant's Peace Policy towards Native Americans.</b></p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited <b>according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The policy was seen by <b>Native Americans as attempting to 'civilise' them by</b> converting them to Christianity and putting a stop to their traditional nomadic lifestyle. This only led to further conflict</li> <li>• The policy failed because Congress opposed it and passed a law in 1870 banning military officers from serving at trading posts or Indian reservations</li> <li>• The policy failed because it led to serious cases of violence and bloodshed between the U.S. military and Indians (e.g. as settlers began crossing Indian land after gold was discovered in the Black Hills of Dakota) which further lost Grant support.</li> </ul>	

Question	
B1 (c) (i)	<p>How far was the Missouri Compromise the key turning point in relations between slave-holding and slave-free states in the years 1820-61?</p> <div data-bbox="459 365 1238 555" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the outbreak of civil war (1861).</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that the Compromise was the key turning point may include:</p> <ul style="list-style-type: none"> <li>• The Compromise ended some of the bitterness and tension which had existed between slave states and non-slave states by agreeing that Missouri could join the United States as a slave state if Maine, in the north-east, joined as a free state</li> <li>• The process of Compromise was crucial, as it revealed that sectional differences, that led to the Civil War, were present decades before. Southerners reasoned that, <b>if slavery didn't expand westward, their way of life would die out</b></li> <li>• The Compromise hardened views between pro-slavers and anti-slavers. Southerners saw it as a precedent for Congress to make laws concerning slavery, while Northerners disliked the fact that it allowed slavery in new territory.</li> </ul> <p>Relevant points that suggest that the Compromise was not the key turning point may include:</p> <ul style="list-style-type: none"> <li>• The Kansas-Nebraska Act infuriated many states in the North that considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported, thus increasing tension</li> <li>• <b>A key turning point was the Compromise of 1850.</b> Free and slave states were thrown against each other in the Great Debate, especially over the strengthening of the Fugitive Slave Act</li> <li>• <b>The actions of John Brown were important because of the 1859 raid at Harpers Ferry.</b> His failure and execution turned Brown into a martyr for northern abolitionists and widened the conflict between free soil and slave states</li> <li>• The Dred Scott decision was important in widening the political gap between North and South and bringing civil war nearer. Anti-slavery leaders in the North saw the ruling as evidence that Southerners wanted, ultimately, to rule the nation itself</li> <li>• The outbreak of the Civil War in 1861 brought the Northern states into open conflict with the Southern states over the issue of slavery.</li> </ul>	

Question	
B1 (c) (ii)	<p><b>How far was Jefferson's presidency (1801-1809) the most significant factor in changing the powers of the Federal government in the years 1783-1809?</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Bill of Rights (1791)</li> <li>• <b>Jefferson's presidency.</b></li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p><b>Relevant points that suggest that Jefferson's presidency was the most significant factor may include:</b></p> <ul style="list-style-type: none"> <li>• <b>Under Jefferson's direction, the Republican-dominated Congress repealed the Judiciary Act of 1801.</b> This weakened federal government powers to appoint new judges and dozens of other federal law enforcers</li> <li>• In the case of <i>Marbury v. Madison</i> (1802), the Supreme Court asserted the principle of judicial review: the power of the Court to rule on the legality of congressional actions, a significant step in strengthening federal powers</li> <li>• <b>Jefferson's plans for interstate roads and military power concentrated at West Point</b> served to boost the power of federal government against Jefferson's best intentions to keep it limited</li> <li>• <b>During Jefferson's second term, a series of federal trade embargoes, e.g. British imports, dealt a blow to States' Rights. In response to possible European retaliation, Congress granted Jefferson power to raise a federal standing army.</b></li> </ul> <p><b>Relevant points that suggest that Jefferson's presidency was not the most significant factor may include:</b></p> <ul style="list-style-type: none"> <li>• The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government</li> <li>• There was an increase in powers as the introduction of the first National Bank in 1791 further extended the powers of the federal government</li> <li>• Federal power was extended during the presidency of Adams who, introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals</li> <li>• The Bill of Rights (1791) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states.</li> </ul>	

## B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	<p>Explain TWO ways in which the Public Health Act of 1848 was similar to the Public Health Act of 1875.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>

## Marking instructions

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

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

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

## Indicative content

Relevant points may include:

- A similarity was the recognition that people needed to be appointed to be responsible for improving public health. In 1848, Commissioners of Boards of Health were employed and in 1875 medical officers and sanitary inspectors were appointed
- A similarity was the awareness of the need to deal with sewage. In 1848, Boards of Health were responsible for building sewers, and in 1875 there was further emphasis on ensuring the proper provision for the treatment of sewerage.

Question	
B2 (b)	<p>Explain TWO causes of the lack of progress in medical treatment in the years 1848-60.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the lack of bodies to dissect, which was due to people wishing to be buried intact. This meant it was difficult to plan research or study specific conditions</li> <li>• A cause was a lack of funding for research and development in medicine due to the reluctance of the government to invest</li> <li>• A cause was the acceptance of the humours theory, which made sense to people and prevented further probing of conditions.</li> </ul>	

Question	
B2 (c) (i)	<p>How significant was the use of radioactivity in bringing improvements in medical treatment in the years 1875-1920?</p> <div data-bbox="459 313 1125 510" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Ehrlich</li> <li>• the use of radioactivity.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that it was significant may include:</p> <ul style="list-style-type: none"> <li>• Radioactivity was developed by Marie Curie and her husband and was used to diagnose and treat cancers</li> <li>• <b>Marie Curie's research into using radioactivity to kill</b> or shrink tumours was the basis of radiotherapy</li> <li>• Marie Curie did not patent her work meaning other people could use radioactivity freely to develop further treatments</li> <li>• During the First World War, radioactivity was used in mobile x-ray machines for ambulances. These machines allowed soldiers to be x-rayed and treated more quickly.</li> </ul> <p>Relevant points that significance was limited / other factors were more significant may include:</p> <ul style="list-style-type: none"> <li>• <b>Ehrlich's magic bullet was the first</b> chemical cure for a disease and was the basis for future cures</li> <li>• The work of Koch built on that of Pasteur identifying specific bacteria that caused diseases, allowing more targeted treatment</li> <li>• The development of more powerful microscopes helped scientific investigations into diseases, leading to better treatment</li> <li>• The development of blood transfusions allowed some conditions to be treated more effectively.</li> </ul>	

Question	
B2 (c) (ii)	<p>How far did the role of women in medicine change in the years 1875-1920?</p> <div data-bbox="459 347 1125 544" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Elizabeth Garrett</li> <li>• the First World War.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest there was a change may include:</p> <ul style="list-style-type: none"> <li>• The numbers of women training to be doctors rose from 1 qualified doctor in 1875, Elizabeth Garrett, to 610 in 1911 and 1500 by the end of 1921</li> <li>• In 1883, Anderson was appointed Dean of the London School of Medicine for Women, which she had helped to found in 1874, and oversaw its expansion. This improved the opportunities for women as medical practitioners</li> <li>• Nurses were able to be involved in minor surgery in First World War casualty clearing stations</li> <li>• Women became more assertive in taking up medical roles, e.g. setting up various military hospitals and casualty clearing stations at the front during the First World War</li> <li>• Female doctors on the home front in the First World War had greater opportunities to work in hospitals as over half the male doctors in the UK entered the army.</li> </ul> <p>Relevant points that show change was limited may include:</p> <ul style="list-style-type: none"> <li>• Women continued to encounter great difficulties in becoming doctors. Despite the law being passed in 1876 to allow women to train as doctors, by 1914 only 1% of all doctors was female</li> <li>• Attitudes towards female doctors remained negative. Female doctors volunteering for roles on the Western Front were unwelcomed</li> <li>• Changing attitudes towards women working as doctors tended to be temporary, with many being forced out of hospitals and back to being GPs after the war had ended.</li> </ul>	

## B3 Japan in transformation, 1853–1945

Question	
B3 (a)	<p>Explain TWO ways in which Japan's position as a world power after the Treaty of Versailles (1919) was different from Japan's position as a world power before the Treaty of Versailles.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A difference was that Japan increased its strength as a world power. Before Versailles, Japan had few overseas possessions. Now it had the Marianas, the Carolina and Marshall Islands, which would become strongholds in World War II</li> <li>• A difference was that Japan gained a major foothold in China as the German concessions in Shandong were placed under Japanese control. Before Versailles, Japan had to fight to gain such a foothold.</li> </ul>	



Question	
B3 (b)	<p>Explain TWO causes of Japan opening its ports to the USA after 1853.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to <b>candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Japan opened its ports because in 1853 Perry arrived and threatened war if it did not</li> <li>• Japan opened its ports because there was disunity in the country and the government could not offer united resistance against the foreign powers</li> <li>• Japan opened its ports to the Americans because it thought the British would drive an even harder bargain.</li> </ul>	

Question	
B3 (c) (i)	<p data-bbox="459 304 1358 367">How far was the Meiji Restoration the key turning point in the way Japan was governed in the years 1867-1926?</p> <div data-bbox="459 367 1217 573" style="border: 1px solid black; padding: 10px;"> <p data-bbox="483 383 1054 412">You may use the following in your answer:</p> <ul data-bbox="555 421 911 495" style="list-style-type: none"> <li data-bbox="555 421 879 450">• the Meiji Restoration</li> <li data-bbox="555 459 911 488">• the Taisho Democracy.</li> </ul> <p data-bbox="483 504 1075 533">You must also use information of your own.</p> </div> <p data-bbox="451 577 1393 640">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 667 1377 768">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="204 790 517 819"><b>Marking instructions</b></p> <p data-bbox="204 831 1409 925"><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p data-bbox="204 936 1425 1030">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="204 1081 483 1111"><b>Indicative content</b></p> <p data-bbox="204 1122 1358 1151">Relevant points that suggest the Meiji Restoration was the key turning point may include:</p> <ul data-bbox="288 1162 1425 1420" style="list-style-type: none"> <li data-bbox="288 1162 1409 1256">• The fall of the Tokugawa Shogunate meant the restoration of the emperor. The return of the Satsuma and Chosu domains helped create a strong central government across the whole of Japan</li> <li data-bbox="288 1263 1369 1326">• The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption</li> <li data-bbox="288 1332 1425 1361">• The new government carried out policies to unify the monetary and tax systems</li> <li data-bbox="288 1368 1398 1420">• The Meiji Restoration led to the introduction of the 1889 Constitution, which established a bicameral parliament, elected through a limited voting franchise.</li> </ul> <p data-bbox="204 1469 1425 1498">Relevant points that suggest the Meiji Restoration was not the key turning point may include:</p> <ul data-bbox="288 1509 1409 1834" style="list-style-type: none"> <li data-bbox="288 1509 1361 1572">• Corruption continued after the restoration with the ruling elite continuing to make themselves wealthy at the expense of poor workers</li> <li data-bbox="288 1579 1374 1641">• Government in Japan continued to be repressive with restrictions on political activities and little freedom of the press or academic freedom</li> <li data-bbox="288 1648 1406 1742">• During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet</li> <li data-bbox="288 1749 1390 1834">• Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism.</li> </ul>	

Question	
B3 (c) (ii)	<p><b>How far did Japan's economy change in the years 1923-45?</b></p> <div data-bbox="459 309 1275 517" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Great Kanto Earthquake (1923)</li> <li>• relations with the West.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that suggest that the economy changed may include:</p> <ul style="list-style-type: none"> <li>• <b>Japan's economy had been prospering in the early 1920s</b>, but economic activity was brought to a standstill when the Great Kanto Earthquake killed over 100 000 people and destroyed more than 500 000 homes</li> <li>• The earthquake also brought economic change because it stimulated the building and consumer market when the rebuilding programme began</li> <li>• Japan was badly hit by the Depression with exports falling by 50% between 1929 and 1931. Without exports, Japan could not afford to buy the imports needed, especially essential raw materials</li> <li>• <b>Japan's economy</b> was weakened when many Western countries put tariffs on cheap Japanese goods in an effort to keep them from competing with American and European manufacturers</li> <li>• <b>Japan's economy was</b> strengthened when the Great East Asia Co-Prosperity Sphere, led to the capture of territories, such as the Philippines, Malaya and the Dutch East Indies, which gained large quantities of raw materials which Japan itself lacked.</li> </ul> <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> <li>• The continuity of the importance of the rice crop for the Japanese economy throughout the period</li> <li>• The continuity of the dependence on overseas markets to provide raw materials such as coal, oil and iron ore</li> <li>• The continuity of the dependence on the USA as a market for Japanese exports of silk until the imposition of American sanctions in 1941.</li> </ul>	

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

Question	
B4 (a)	<p>Explain TWO ways in which education in China in 1965 before the Cultural Revolution was different from education in China in 1976 after the Cultural Revolution.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A difference was that the Chinese population was much less educated. As a result of <b>the Cultural Revolution, the percentage of China's population attending school</b> was greatly reduced</li> <li>• A difference was that the proportion of Chinese students entering universities declined rapidly as university-level education became much less valued.</li> </ul>	

Question	
B4 (b)	<p>Explain TWO causes of the overthrow of the Qing dynasty in 1911.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### Marking instructions

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

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

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

Indicative content:

Relevant points may include:

- A cause was the spread of revolutionary ideas by Sun Yat-sen and his followers. His ideas became popular and amongst them was the overthrow of Qing dynasty. As a result, the Double Tenth Revolution broke out in Wuhan and spread across China
- A cause was the failure to introduce political reform. The Qing dynasty had begun to introduce political reforms from 1909 but they were not being implemented quickly enough and did not go far enough for supporters of the Self-Strengthening Movement
- A cause was the weakness of the Qing dynasty. In 1908, the new emperor was only 2 years old and the regent, Prince Chun, was inexperienced in government.

Question	
B4 (c) (i)	<p data-bbox="448 253 1262 315">How far, in the years 1927-49, was the threat from Japan the reason why the Guomindang government lost control in China?</p> <div data-bbox="531 324 1313 566" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="544 336 1086 367">You may use the following in your answer:</p> <ul data-bbox="691 374 1023 443" style="list-style-type: none"> <li data-bbox="691 374 935 405">• the Long March</li> <li data-bbox="691 412 1023 443">• the battle of Huai-Hai.</li> </ul> <p data-bbox="544 450 1110 481">You must also use information of your own.</p> </div> <p data-bbox="448 600 1393 663">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 692 1377 795">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

## Indicative content

Relevant points that suggest that the Japanese threat was the reason may include:

- The Japanese were a serious threat as they invaded and occupied Manchuria in 1931. This was a blow to the prestige of the GMD. It resulted in the loss of valuable raw materials and gave the Japanese a base for further expansion
- The Japanese went to war with China in 1937. Such was the threat posed to the Guomindang by the war that Chiang had to work in partnership with his rivals, the Communists, to defeat them
- The decision to fight the Japanese won the Communists support of the middle classes, who saw them as loyal and patriotic, compared to the Guomindang, which was allowing Japan to take Chinese land.

Relevant points that suggest the Japanese threat was not the reason may include:

- **Chiang's government was corrupt and repressive. It had promised to govern according to Sun Yat-sen's 'Three Principles' but, in reality, treated the peasants poorly and lost their support**
- The Long March and escape from the extermination campaigns was an important reason for the GMD losing control, as it meant the Communists continued as powerful opposition
- The Communists received military aid and guidance from the Soviet Union, which meant they had superior weapons and tactics to the Guomindang
- Mao was a skilled military leader and was supported by talented generals, such as Lin Biao. The combination of guerrilla and conventional warfare led to victory
- The Communist treatment of the peasants, in particular the introduction of land reform in the countryside, meant they won peasant support
- Following the Guomindang defeat in the Battle of Huai-Hai in 1949, the USA ceased providing financial support. Until that point, Chiang had received more than \$3 billion dollars and now lacked the funds to pay his armies.

Question	
B4 (c) (ii)	<p data-bbox="448 248 1267 309">How far was greater involvement in politics the most significant change in the role of women in China in the years 1949-76?</p> <div data-bbox="448 353 1294 595" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="459 365 1007 398">You may use the following in your answer:</p> <ul data-bbox="608 405 943 472" style="list-style-type: none"> <li data-bbox="608 405 943 439">• involvement in politics</li> <li data-bbox="608 443 820 472">• birth control.</li> </ul> <p data-bbox="459 483 1027 517">You must also use information of your own.</p> </div> <p data-bbox="448 629 1394 689">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 719 1378 819">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>



## Marking instructions

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

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## Indicative content

Relevant points that suggest that it was the most significant change may include:

- In the electoral law of 1953, women were given the vote on the same terms as men. This was significant as, before the Communist takeover, women were not allowed to vote
- In 1949, the Communists set up the **All-China Women's Federation, which protected women's rights and sent officials into rural areas to encourage women to join local party groups and officials, giving them more say in local government**
- The first Minister of Health and the first Minister of Justice under Mao were both **women and 12% of the deputies to the National People's Congress in 1953 were women**. Thus women began to have a greater role in national government.

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

- Although numbers of women involved in politics increased, there was much opposition from men. Women were often restricted to minor roles and politics continued to be dominated by men
- The Communists insisted that women were equal to men and took steps to abolish some traditional practices which degraded women, such as footbinding and infanticide
- The 1950 Marriage Law abolished arranged marriages, gave women the right to divorce and to own property in their own right
- The introduction of birth control and the training of midwives reduced the number of women dying in childbirth and gave women more control of their lives and greater flexibility to contribute in the economy and in politics
- **The Cultural Revolution had an impact on women's roles as mothers as it weakened the family unit, which was criticised as one of the 'Four Olds'.**

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

Question	
B5 (a)	<p>Explain TWO ways in which the League of Nations' approach to peacekeeping in the Greek-Bulgarian War (1925) was different from the United Nations' approach to peacekeeping in the Korean War (1950-53).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A difference was the use of force. In the Greek-Bulgarian War the League did not use military intervention, whereas in the Korean War, UN troops were involved in the military conflict</li> <li>• A difference was the resolution of the conflicts. The League imposed compensation payments on Greece, but no compensation was requested from North Korea by the UN.</li> </ul>	

Question	
B5 (b)	<p>Explain TWO causes of the setting up of the UN.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the intention to prevent war breaking out again following the end of the Second World War</li> <li>• A cause was to continue the successful aspects of the League, such as help with refugees and health care</li> <li>• A cause was the agreement made in the Atlantic Charter of 1941, which set out the principles for achieving peace after the war had ended and led directly to the creation of the UN.</li> </ul>	

Question	
B5 (c) (i)	<p data-bbox="459 248 1249 309">How far did the work of the specialist agencies change the treatment of refugees in the years 1919-64?</p> <div data-bbox="459 315 1278 517" style="border: 1px solid black; padding: 10px;"> <p data-bbox="483 322 1054 356">You may use the following in your answer:</p> <ul data-bbox="555 362 1230 427" style="list-style-type: none"> <li data-bbox="555 362 842 396">• Nansen passports</li> <li data-bbox="555 396 1230 427">• UN High Commissioner for Refugees (UNHCR).</li> </ul> <p data-bbox="483 434 1075 468">You must also use information of your own.</p> </div> <p data-bbox="451 517 1393 577">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 607 1377 703">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that there was change may include:

- The numbers of refugees by the 1920s led to the necessity to create an organisation within the League focused on assisting refugees. This led to greater organisation in dealing with the needs of refugees
- Nansen passports were introduced which were accepted by 50 nations by 1929. These passports enabled refugees to get identity documents so they could travel and resettle
- In the 1930s the Refugee Commission protected 600 000 refugees from Germany and arranged the resettlement of many
- By 1936, due to the work of the special committee established with the ILO, 36000 Armenian refugees had been resettled and had found employment
- UNRWA was set up in 1949 to assist Palestinian refugees impacted by the war of 1948-49. UNRWA was able to assist with housing and feeding the huge numbers of Palestinians who left their homes.

Relevant points that change was limited may include:

- The UN set up UNHCR in 1948 following the Second World War and the Holocaust. UNHCR continued the work of the League in repatriating and dealing with refugees
- Although many Armenian refugees were resettled in the 1930s, many were still in camps and without work in 1964
- UNRWA was unable to repatriate thousands of refugees from Palestine and many had to live in temporary camps for years.

Question	
B5 (c) (ii)	<p>How far was the UN involvement in Somalia (1991-95) the key turning point in the UN's work in Africa in the years 1960-2011?</p> <div data-bbox="459 347 1125 544" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Congo (1960-64)</li> <li>• Somalia (1991-95).</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

### Indicative content

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

- Somalia was a turning point as it showed the importance of working with other states/ groups to achieve **the UN's** aims. E.g. the USA took on a large role in Somalia, independent to that of the UN
- Somalia was a turning point as it was the first time the UN had directly **intervened in a state's internal affairs with the agreement of the Security Council**
- In 1993, the UN Security Council passed a unanimous, and unprecedented in Africa, resolution that stated that all necessary measures were to be taken against anyone carrying out, or encouraging, attacks against the UN in Somalia.

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

- Part of the work of the UN in Somalia was providing humanitarian aid, which was an established practice in other African countries
- **The UN's role in Congo (1960-64)** was a turning point in terms of both the size of the UN involvement, which was larger than any other peacekeeping force, and the scale of involvement
- The use of UNCIVPOL in Namibia was significant as it was on such a large scale, both for peacekeeping and for helping to create a democratic state
- The war in Mozambique showed the importance of the key features of successful peacekeeping operations. Everyone involved agreed with UN intervention, all major powers supported ONUMOZ and the country wanted war to end
- Sudan was a turning point as the UN had to accept that the country would be divided. This was the first time this had happened in Africa.

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

Question	
B6 (a)	<p>Explain TWO ways in which the use of aircraft carriers in the Pacific War (1941-45) was similar to the use of aircraft carriers in the Falklands War (1982).</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A similarity was the use of the aircraft carriers to protect troops as they landed on the Japanese islands during the Pacific War, and the Falkland Islands in the Falklands War</li> <li>• A similarity was the essential part played by the aircraft carriers in ensuring victory for the USA in the Pacific War and the UK in the Falklands War in bringing aerial warfare to distant theatres of war.</li> </ul>	



Question	
B6 (b)	<p>Explain TWO causes of the change in methods of warfare in the Battle of Britain and the Blitz.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited <b>according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the development of radar, which could detect the whereabouts of German aircraft and ensure that the British fighter planes were ready to attack</li> <li>• A cause was that large squadrons of German bombers required sophisticated civil defence, such as ARP wardens and fire watchers</li> <li>• A cause was that German bombers required fighter escort to protect them.</li> </ul>	

Question	
B6 (c) (i)	<p data-bbox="456 241 1254 277">How far did guerrilla warfare change in the years 1936-75?</p> <div data-bbox="456 347 1123 544" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="480 353 1054 389">You may use the following in your answer:</p> <ul data-bbox="552 398 892 461" style="list-style-type: none"> <li data-bbox="552 398 892 427">• the Spanish Civil War</li> <li data-bbox="552 427 892 461">• the Vietnam War.</li> </ul> <p data-bbox="480 470 1078 506">You must also use information of your own.</p> </div> <p data-bbox="448 577 1394 640">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 669 1378 770">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

## Indicative content

Relevant points that it did change may include:

- Guerrilla tactics had little impact on the outcome of the Spanish Civil War, but had significant impact on the outcomes of both the conflicts in Vietnam and Afghanistan
- The aims of the guerrilla fighters varied, with the Vietcong focusing on destroying the morale of soldiers and building supply lines, whereas in China during the Civil War the focus was on securing the support of local people
- In the Spanish Civil War, guerrilla tactics were used when the sides were evenly matched. In later examples, such as Vietnam, the guerrillas were fighting against a much more powerful enemy, asymmetric warfare.

Relevant points that change was limited may include:

- In both cases, guerrilla fighters blended in with civilians and it was difficult for the enemy to identify combatants
- Support was provided from powerful external governments, such as the USSR in the Spanish Civil War, and the USSR and China in the Vietnam War
- Guerrilla warfare depended, in all cases, on a detailed knowledge of the local terrain in order to be successful
- The success of guerrilla tactics throughout the period depended on the cooperation of the local people
- Guerrilla fighters throughout the period were ruthlessly prepared to kill locals who opposed them or who co-operated with the enemy.

Question	
B6 (c) (ii)	<p>How far did developments in technology and communications change warfare in the years 1945-75?</p> <div data-bbox="459 313 1125 510" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• nuclear submarines</li> <li>• arms limitation and reduction talks.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that it did change may include:</p> <ul style="list-style-type: none"> <li>• The impact of new technology can be seen in the scale of destruction made possible by nuclear weapons. This led to asymmetric and guerrilla wars post 1945</li> <li>• Nuclear submarines changed sea warfare in that they surfaced less frequently and ran at high speeds for prolonged periods</li> <li>• The launching of the first nuclear powered carrier, USS Enterprise saw a significant increase in the size and aircraft capabilities of aircraft carriers</li> <li>• The development of ICBMs meant targets could be many hundreds of miles away from where the missiles were launched</li> <li>• The increasing threat from more advanced weaponry encouraged countries to negotiate more effectively on how to limit their use and development, such as SALT 1.</li> </ul> <p>Relevant points that change was limited may include:</p> <ul style="list-style-type: none"> <li>• Some types of low-tech warfare continued with little change, e.g. guerrilla warfare</li> <li>• Combined arms tactics continued to be used as a successful strategy in warfare such as in the Six Day War of 1967</li> <li>• Nuclear weapons were not used after 1945 and this meant the continued use of conventional weapons.</li> </ul>	

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

Question	
B7 (a)	<p>Explain TWO ways in which the role of Nasser in the Middle East conflict was similar to the role of Sadat in the Middle East conflict.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A similarity was that both Nasser and Sadat were criticised for not doing enough to help the Palestinians. Nasser was accused of this in 1967 and Sadat in 1978 after the Camp David Accords</li> <li>• A similarity was the inability of both leaders to achieve success in war against Israel.</li> </ul>	

Question	
B7 (b)	<p>Explain TWO causes of US involvement in the attempts to achieve peace between Israel and the Palestinians in the years 1987-2012.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited <b>according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was several million Jews lived in the USA and many expressed support for Israel</li> <li>• A cause was the need for the USA to have an ally in the Middle East during the Cold War</li> <li>• A cause was the ambitions of Bill Clinton who spent a great deal of time and energy trying to create the right environment for peace.</li> </ul>	

Question	
B7 (c) (i)	<p data-bbox="459 248 1366 344">How far was the bombing of the King David Hotel the most significant factor in bringing about change in the Middle East in the years 1917-47?</p> <div data-bbox="459 344 1125 553" style="border: 1px solid black; padding: 10px;"> <p data-bbox="483 356 1054 389">You may use the following in your answer:</p> <ul data-bbox="555 398 991 472" style="list-style-type: none"> <li data-bbox="555 398 863 432">• Jewish immigration</li> <li data-bbox="555 439 991 472">• the King David Hotel (1946).</li> </ul> <p data-bbox="483 479 1075 512">You must also use information of your own.</p> </div> <p data-bbox="451 589 1393 651">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 680 1378 781">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## 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 that suggest it was significant may include:

- The bombing of the King David Hotel made the Mandate increasingly expensive to run, as more troops were needed to maintain the peace, contributing to the British decision to give up the Mandate
- The bombing led to public opposition in Britain, making it increasingly difficult for the government to maintain the Mandate
- The pressure of the Mandate after the bombing led to the British asking the UN to come up with a solution, which became the Partition Plan.

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

- The Balfour Declaration led to change by encouraging increased Jewish immigration to Palestine
- The Arab uprisings of the 1920s and 1930s put pressure on the British who introduced the Peel Commission to investigate the competing claims to Palestine
- The Peel Commission was rejected by the Arabs and led to increased tension
- The Second World War, and the economic pressure it put on the British, led to the mandate being given up and the UN developing the Partition Plan
- The Holocaust led to an increased need to provide a homeland for the Jews.



Question	
B7 (c) (ii)	<p data-bbox="456 241 1433 315">How far was terrorism responsible for change in the Middle East in the years 1946-73?</p> <div data-bbox="456 378 1123 577" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="480 389 1054 423">You may use the following in your answer:</p> <ul data-bbox="616 427 1002 495" style="list-style-type: none"> <li data-bbox="616 427 1002 461">• King David Hotel (1946)</li> <li data-bbox="616 461 1002 495">• Munich Olympics (1972).</li> </ul> <p data-bbox="480 499 1078 533">You must also use information of your own.</p> </div> <p data-bbox="448 577 1394 640">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 667 1378 763">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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

## Indicative content

Relevant points that it was significant may include:

- The bombing of the King David Hotel caused outrage and the increased security necessary made the mandate increasingly expensive to run, turning British public opinion against it
- Raids by the Fedayeen on Israel built up tension by causing Israeli reprisals, e.g., in August 1955, a Fedayeen raid, followed by Israeli reprisals, led to Nasser publishing his Czech arms deal and blocking the Straits of Tiran
- **The Dawson's Field incident** led to the expulsion of the PLO from Jordan and its re-emergence in Lebanon
- The Munich Olympics attack refocused world attention on the problems of Palestine. International pressure to find a solution began to increase.

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

- Terrorist actions, such as the plane hijackings and the Munich Olympics did not lead to the terrorist groups directly achieving their aims
- Events such as the turning away of *Exodus* increased sympathy for a Jewish homeland. The pressure applied by the USA to Britain to find a solution to the crisis encouraged Britain to give up the mandate
- Following the Suez Crisis, the increased involvement of the USA and USSR in **the region influenced actions, such as the USSR's involvement in the outbreak of the Six Day War**
- Economic concerns helped lead to change in the Middle East. The USA had a large influence in encouraging peace in the Yom Kippur War as they were concerned by the impact the war was having on oil supplies.

## B8 Diversity, Rights and Equality in Britain (1914-2010)

Question	
B8 (a)	<p>Explain TWO ways in which the position of disabled people before the passing of the Disabled Persons (Employment) Act (1944) was different from the position of disabled people after the passing of the Act.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A difference was that disabled people found it easier to get work, as the Act set up a quota system requiring employers with 20 or more employees to ensure that at least 3% of their work force consisted of disabled people</li> <li>• A difference was that disabled people could be directly employed in government-funded industries. <i>Remploy</i> was established under the terms of the Act to directly employ disabled persons in specialised factories.</li> </ul>	

Question	
B8 (b)	<p>Explain TWO causes of <b>changes in women's voting rights in the years 1918-28.</b></p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A cause was the work of Suffragettes and Suffragists before the First World War. Their campaigns raised awareness of the unfairness of a voting system that deprived women of the right to vote in general elections</li> <li>• A cause was the contribution women made to the war effort, which won the respect of <b>many men who, by the end of the war, had come to believe that women 'deserved' the vote</b></li> <li>• A cause was the success of women receiving the vote at the age of 30+ in 1918. The <b>fears of many who opposed women's suffrage had not been realised and there seemed no reason for women not having the vote on the same terms as men.</b></li> </ul>	

Question	
B8 (c) (i)	<p data-bbox="448 311 1198 371">How far did the position of racial minorities improve in the years 1944-2010?</p> <div data-bbox="528 421 1294 667" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="544 432 1086 461">You may use the following in your answer:</p> <ul data-bbox="687 468 1118 539" style="list-style-type: none"> <li data-bbox="687 468 1118 501">• the Race Relations Act (1965)</li> <li data-bbox="687 508 1094 539">• the Stephen Lawrence case.</li> </ul> <p data-bbox="544 589 1110 618">You must also use information of your own.</p> </div> <p data-bbox="448 701 1390 763">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 792 1374 896">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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## Indicative content

Relevant points that suggest there as an improvement may include:

- The Butler Education Act created greater access to education and racial minorities benefitted from the increased opportunities. Educational attainment amongst black students rose significantly by 2010
- Employment opportunities rose significantly, as major employers, such as London Transport and the NHS, provided work for immigrants
- The development of the Notting Hill Carnival from its beginnings in the early 1960s eventually led to a better understanding and appreciation of Caribbean culture and helped lessen prejudice against Commonwealth immigrants
- The Race Relations Act in 1965 was the first legislation in the UK to address racial discrimination. It outlawed discrimination on the 'grounds of colour, race, or ethnic or national origins' in public places and was built on by the Equality Act in 2010.

Relevant points that suggest that improvement was limited may include:

- The case of Learie Constantine and the Imperial Hotel showed that, in 1944, there was considerable prejudice against racial minorities
- Following large increases in immigration from the Commonwealth, in 1962, the government introduced the Commonwealth Immigrants Act, which ended the automatic right of people from the British Commonwealth to settle in the UK
- Pressure from politicians, such as Enoch Powell, led to the Conservative government introducing the 1971 Immigration Act, which introduced a work permit system to control immigration
- The inquiry following the Stephen Lawrence, concluded that the police force was institutionally racist and that racial minorities continued to be discriminated against in UK society.

Question	
B8 (c) (ii)	<p data-bbox="448 248 1206 338">How far was government action responsible for the improvement in the rights of sexual minorities in the years 1944-88?</p> <div data-bbox="448 387 1238 629" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="459 398 1007 432">You may use the following in your answer:</p> <ul data-bbox="608 439 1031 506" style="list-style-type: none"> <li data-bbox="608 439 1031 472">• the Wolfenden Report (1957)</li> <li data-bbox="608 479 895 506">• Section 28 (1988).</li> </ul> <p data-bbox="459 517 1031 551">You must also use information of your own.</p> </div> <p data-bbox="448 663 1393 730">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 752 1377 853">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

## Marking instructions

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

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## Indicative content

Relevant points that suggest the government was responsible for change may include:

- The government played a part in changing the mindset of the public by commissioning the Wolfenden Report, which led to the first recommendation that homosexuality in private should be decriminalised
- The government introduced legislation in 1967, when the Sexual Offences Act permitted homosexual acts between two consenting adults over the age of twenty-one and in private
- The Sex Discrimination Act inadvertently helped sexual minorities because later interpretation said its jurisdiction applied to discrimination 'on grounds of sexual orientation' or against those undergoing gender reassignment.

Relevant points that suggest the government was not responsible for change may include:

- The government had commissioned the Wolfenden Report but did not introduce legislation to implement its recommendations after losing a debate in the Commons in 1960
- The Sexual Offences Act permitted homosexual acts in private but restrictions were placed on what was considered private and the Act applied only to England and Wales
- In 1988, the government introduced a Local Government Act, which included Section 28, **banning 'the promotion of homosexuality' by local authorities. This** harmed progress for sexual minorities as it stopped debate and open discussion
- The National Campaign for Civil Rights played a major role in improving rights by supporting the implementation of the Wolfenden Committee's recommendations and working with pressure groups such as the Campaign for Homosexual Equality
- Improved rights came about as a result of increased public awareness of the issues, and campaigning by groups such as Stonewall.



