



Mark Scheme

Sample assessment materials for first teaching September 2017

International GCSE in History
(4HI1/02)

Paper 2: Investigation and Breadth
Studies

Generic level descriptors for Paper 2

Section A Question (a)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

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

Section A: Historical investigation

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

Question	Mark scheme
A1(a)	Describe TWO features of EITHER the First Moroccan Crisis (1905–6) OR the Battle of the Somme (1916). Target: AO1 (6 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, given at the beginning of this Mark Scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>For example, for the first Moroccan Crisis (1905-6):</p> <ul style="list-style-type: none"> • This was Kaiser Wilhelm's attempt to test the Anglo-French Entente. He visited Tangiers in 1905 and made a provocative speech and spoke in favour of Moroccan independence • There was tension between Germany and France because Morocco was seen as a French area of influence. The Kaiser's visit seemed to suggest that Germany was trying to force its way into Morocco. <p>For example, for the Battle of the Somme (1916):</p> <ul style="list-style-type: none"> • The preparations for the offensive were poor. The offensive was preceded by a week-long bombardment with 1500 guns shelling the German lines continuously which did not destroy the barbed wire. When the shelling ended the Germans quickly took up their machine gun posts • There were heavy casualties. It was the worst slaughter ever suffered by the British army with nearly 20,000 killed and 40,000 wounded on the first day.

Question	Mark scheme
A1(b)	<p>How far does Source A support the evidence of Source B about the use of tanks on the Western Front in 1918?</p> <p>Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
	<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include the following.</p> <ul style="list-style-type: none"> • Sources A and B agree that tanks had some successes. Source A explains the success of the tanks in breaking through at Cambrai, and Source B suggests they were effective in breaking through enemy machine gun posts. • Sources A and B also agree about the success of the tanks with Source A mentioning their success in taking a great number of German prisoners and Source B their success in increasing the morale of the British troops. <p>Points of difference may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that the tanks were a total success, breaking through the German trenches but Source B suggests they were less effective in moving across enemy territory. • Source A suggests that the tanks made rapid progress during offensives but Source B says that they were not effective due to enemy craters and damaged trenches. <p>Points regarding extent may include the following.</p> <ul style="list-style-type: none"> • There are some similarities between Sources A and B, with both mentioning some of the successes of the use of tanks. • The sources strongly disagree about the effectiveness of tanks in breaking through the enemy lines.

Question	Mark scheme
A1(c)	<p>Extract C suggests that the main reason for the defeat of Germany in 1918 was the use of tanks.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
	<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the view may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that the tanks were very effective during the Battle of Amiens, advancing rapidly and breaking through the German trenches. • Source B mentions the importance of tanks in improving the morale of the British troops and crushing enemy machine gun positions. • The British had learned the lessons of 1917, especially the successful breakthrough achieved at Cambrai, mentioned in Source A, but not followed up by the use of infantry. • Tanks were used very effectively during the Allied counter-offensives of August 1918, as a spearhead to achieve a breakthrough that was followed up by advancing allied troops. <p>Relevant points to counter the view may include the following.</p> <ul style="list-style-type: none"> • Source B suggests that tanks were not that effective, especially when used on enemy territory where there were huge craters and damaged trenches. • Extract C mentions other reasons, more especially the failure of the Ludendorff offensives during the spring of 1918 that had left the German troops exhausted and with a much greater area to defend. • The British naval blockade had seriously weakened the German war effort, as mentioned in Extract C. This had led to a shortage of chemicals and iron ore. • Extract C stresses the importance of allied advantages. The Allies were constantly being reinforced by fresh American troops, which greatly increased the morale of the French and British troops.

A2: Russia and the Soviet Union, 1905–24

Question	Mark scheme
A2 (a)	<p>Describe TWO key features of EITHER the October Manifesto (1905) OR the New Economic Policy.</p> <p>Target: AO1 (6 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
	<p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>For example, for the October Manifesto (1905):</p> <ul style="list-style-type: none"> • This was introduced by the Tsar during the 1905 Revolution. The Manifesto promised that the Tsar would introduce a duma as well as freedom of speech and an end to censorship. • The Manifesto was supported by many liberal politicians because it promised more freedom for the people of Russia and would mean that Russia would have a parliament for the first time. <p>For example, for the New Economic Policy:</p> <ul style="list-style-type: none"> • The NEP was supported by the peasants as they would still have to give a fixed amount of grain to the government and could sell their surplus for profit again. • The NEP also included the electrification of Russia as Lenin was convinced that electrical power was the key to economic growth. A network of power stations was established in the years after 1921.

Question	Mark scheme
A2 (b)	<p>How far does Source A support the evidence of Source B about the Whites during the Civil War?</p> <p>Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include the following.</p> <ul style="list-style-type: none"> • Sources A and B agree that the Whites made use of terror tactics in areas they controlled or captured. • Source B mentions how they carried out numerous atrocities and Source A describes the terror tactics used by them in a village where Bolshevik Committee members were executed and 45 others whipped. <p>Points of difference may include the following.</p> <ul style="list-style-type: none"> • Sources A and B differ, however, because Source A only focuses on the atrocities committed in the village and makes no mention of the other mistakes made by the Whites. Source B, on the other hand, stresses these other shortcomings, especially their failure to carry out reform in the territories they seized. • Source B also emphasises how the Whites often restored control to landlords and generals in the areas they seized and Source A focuses only on their actions in one village. <p>Points regarding extent may include the following.</p> <ul style="list-style-type: none"> • There are some differences between Sources A and B, with Source B more focused on the overall weaknesses of the Whites. • However, the sources strongly agree about the cruelty of the Whites in the areas they captured. 	

Question	Mark scheme
A2 (c)	<p>Extract C suggests that the main reason for the Bolshevik victory in the Civil War was the weaknesses of the Whites.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the view may include the following.</p> <ul style="list-style-type: none"> • Source A suggests the Whites acted far too cruelly in the areas they captured, often terrorising the local population. • Source B shows that the Whites made several mistakes. They lost the support of the local population in the areas they captured because they acted with great cruelty, failed to carry out reform and reinstated the old order. • Extract C highlights further weaknesses of the Whites, including their lack of unity and failure to coordinate their different campaigns. • The Whites were scattered around the edges of the central area, separated by large distances. This made communications difficult, especially moving men and weapons. It made it very difficult to coordinate the attacks of the various White armies. <p>Relevant points to counter the view may include the following.</p> <ul style="list-style-type: none"> • Extract C mentions several strengths of the Reds, including the leadership of Trotsky and their control of internal communications. • The Bolsheviks benefitted from the centralised and unified leadership of Lenin and Trotsky. Lenin was the inspirational figure who provided the central political leadership and direction. Trotsky effectively organised and led the Red Army was able to able to inspire and rally men. • In 1918 Lenin introduced War Communism, which was vital in keeping the Red Army supplied with the weapons and food it needed to fight the war effectively. • The Bolsheviks occupied the central Russian-speaking area of the country, which made the territory easier to control and ensured that they had to travel shorter distances. 	

A3: The USA, 1918–41

Question	Mark scheme
A3 (a)	Describe TWO key features of EITHER the Bonus Marchers OR the Hundred Days (1933). Target: AO1 (6 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
	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. For example, for the Bonus Marchers: <ul style="list-style-type: none"> • These were veterans of the First World War who had been promised a bonus for serving in the war, payable in 1945. The veterans felt that they could not wait that long to collect this bonus. • Hoover dealt with the Marchers by calling in the army to control the situation. One hundred Bonus marchers were injured. For example, for the Hundred Days: <ul style="list-style-type: none"> • During the Hundred Days Roosevelt dealt with the crisis in banking. He declared a national bank holiday, which closed all banks and, in just four days, his aides drafted the Emergency Banking Relief Act. • Roosevelt conducted the first of his 'fireside chats.' and spoke on the radio to the people of America. These chats increased support for Roosevelt and the New Deal.

Question	Mark scheme
A3 (b)	<p>How far does Source A support the evidence of Source B about jazz music in the USA in the 1920s?</p> <p>Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that jazz music had become very popular in the USA in the 1920s. This is supported by Source B which says that jazz music is entering the lives of daily people. <p>Points of difference may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that jazz is having a negative influence, using words such as 'brutality' and 'barbaric'. Source B is much more positive, using words such as 'exciting' and 'creative'. • Source A suggests that it has harmful and dangerous effect especially to the brain. Source B suggests that it is beneficial especially to music. • Source A focuses on the effects on people who listen to jazz and Source B focuses on the jazz musicians themselves. <p>Points regarding extent may include the following.</p> <ul style="list-style-type: none"> • There are some similarities in that both sources acknowledge the widespread impact of jazz music. • However, the sources strongly disagree about jazz music in the USA, with Source A highlighting its apparently harmful effects and Source B stressing its more beneficial effects. 	

Question	Mark scheme
A3 (c)	<p>Extract C suggests that the most popular form of entertainment in the USA in the 1920s was jazz music.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the view may include the following.</p> <ul style="list-style-type: none"> • Source A, although critical of jazz, suggests that jazz was popular in the USA, especially with young middle class white Americans. • Source B also suggests that jazz was liked because it was breathless, exciting, creative and super-active. • The 1920s is known as the 'Jazz Age' because the popular music of the time was jazz. It originated with black slaves who were encouraged to sing in order to increase production. • Some cities, including New York and Cleveland, prohibited the public performance of jazz in dance halls. However, this only made it more exciting to the young and increased its appeal. Jazz became the great attraction of the night clubs and speakeasies and was brought into homes through radio broadcasts. <p>Relevant points to counter the view may include the following.</p> <ul style="list-style-type: none"> • Extract C also suggests that other forms of entertainment were popular, including sport. The 1920s was named the 'Golden Age of Sport' with baseball, American football, tennis and boxing all very popular sports. • Spectators flocked to see sporting events. In 1924, 67 000 people watched the football match between Illinois and Michigan in the Memorial Stadium. In 1926, some 145 000 people saw the boxing match between Jack Dempsey and Gene Tunney. • The radio was also very popular, with Extract C mentioning that by 1930, 40 per cent of US homes had a radio set. It enabled people to listen to sporting events and music, for example jazz. • The cinema, as suggested in Extract C, also became an integral part of the lives of Americans. By 1926, there were over 17 000 movie houses, with many in small villages. In 1927 the first 'talkie' was made which made the cinema even more popular. By 1930 over 100 million cinema tickets were sold every week. 	

A4: The Vietnam Conflict, 1945–75

Question	Mark scheme
A4 (a)	Describe TWO features of EITHER the Tet Offensive (1968) OR the policy of Vietnamisation. Target: AO1 (6 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
	<p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>For example, for the Tet Offensive (1968):</p> <ul style="list-style-type: none"> • The most dramatic event was when a squad of Vietcong guerrillas fought their way into the grounds of the US Embassy in Saigon. They held out for five hours until it was recaptured and the whole event was shown live on US television. • The Tet offensive was a military defeat for the Vietcong as most of the 4500 Vietcong fighters were killed. The support for the offensive from people in the South was disappointing with few joining in. <p>For example, for the policy of Vietnamisation:</p> <ul style="list-style-type: none"> • The policy was part of Nixon's promise to withdraw US troops from Vietnam and was part of his election campaign of 1968. In 1969, 36 000 members of the US military had been killed in the war. • The Vietnamisation strategy did not work. The ARVN was no match for the communist forces and the US continued to supply military aid.

Question	Mark scheme
A4 (b)	<p>How far does Source A support the evidence of Source B about US policy in Vietnam?</p> <p>Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include the following.</p> <ul style="list-style-type: none"> • Sources A and B agree US interests in Southeast Asia are being threatened by communist expansion. In Source A Eisenhower stresses that the fall of one nation to communism will be followed by the others. In Source B Johnson mentions the threat of a communist take-over of South Vietnam. • Source A mentions the threat from a communist dictatorship, implying a threat to free nations which is stated explicitly by Johnson in Source B. <p>Points of difference may include the following.</p> <ul style="list-style-type: none"> • Source A focuses on the more general threat to Asia from the spread of communism and Source B is much more specific in explaining the threat to South Vietnam from the communist government in the North. • Source A focuses more on the threat to US economic interests, especially materials in the area. Source B stresses the political threat to free nations. <p>Points regarding extent may include the following.</p> <ul style="list-style-type: none"> • There are some differences between Sources A and B about the extent of the threat to American interests in the area. • However, the sources strongly agree about the nature of this threat – the spread of communism. 	

Question	Mark scheme
A4 (c)	<p>Extract C suggests that the main reason for increased US involvement in Vietnam in the years 1954–64 was the threat from the Vietcong. How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the view may include the following.</p> <ul style="list-style-type: none"> • Extract C states that the USA feared expansion by North Vietnam and that by 1961 the Vietcong was being supported by Ho Chi Minh. • In 1960, former members of the Vietminh in South Vietnam, supported by Ho Chi Minh, set up the National Liberation Front to oppose Diem's regime. • By the end of 1964, there were nearly 60 000 guerrilla groups operating in South Vietnam. They were being supplied by the Ho Chi Minh Trail, which ran from the North of Vietnam to the Vietcong in the south. 35 per cent of South Vietnam was in Vietcong hands. <p>Relevant points to counter the view may include the following.</p> <ul style="list-style-type: none"> • The domino theory was an important reason as mentioned by Eisenhower in Source A – the fear that if South Vietnam fell to the communists it would lead to the fall of other countries in Southeast Asia. • Eisenhower applied Truman's containment policy to Asia and more especially Indo-China and first stated the domino theory. He was determined to get tough on communism. • Source B suggests that Johnson fears a takeover of South Vietnam by the North Vietnamese. • Source B also stresses an additional reason – the determination of the USA to assist free nations to defend their freedom. • Extract C also mentions the more immediate reason for greater US involvement – the Gulf of Tonkin Incident. 	

A5: East Germany, 1958–90

Question	Mark scheme
A5 (a)	Describe TWO features of EITHER Ostpolitik OR the opening of the Berlin Wall (1989). Target: AO1 (6 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
	<p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>For example, for <i>Ostpolitik</i>:</p> <ul style="list-style-type: none"> • <i>Ostpolitik</i> meant reconciliation in relations and, more widely, it referred to reconciliation between East and West Europe. More especially it was between the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR). • Willi Brandt developed the policy from 1966 when he was foreign secretary of the FRG and he continued the policy when he became Chancellor three years later. In 1970 he negotiated an agreement with the Soviet Union accepting the frontiers of Berlin. <p>For example, for the fall of the Berlin Wall (1989):</p> <ul style="list-style-type: none"> • On the evening of 9 November 1989, the East German government announced the opening of the border crossings into West Germany. The people began to dismantle the Berlin Wall, using hammers and chisels to chip away at the Wall. • Soon the trickle of individuals passing through the wall became a flood and, within a few days, over one million people per day had seized the chance to see relatives and experience life in the West. Families became reunited after years of separation.

Question	Mark scheme
A5 (b)	<p>How far does Source A support the evidence of Source B about the situation in Berlin before the building of the Wall in 1961?</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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that many East Germans, including doctors and engineers were moving to the West. Source B mentions that the West was an escape hatch for refugees. • Both sources mention the West Berlin and spies. Source A suggests that West Berlin is a centre for the recruitment of spies. Source B also mentions the Soviet claim that West Berlin was a hot-bed of spies. <p>Points of difference may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that East Germans have been attracted to the West by unscrupulous methods. Kennedy in Source B suggests that they move because the West is a beacon of hope. • Source A accuses West Berlin of being a centre for the recruitment of spies as well as hotheads. Source B describes West Berlin as a showcase of liberty and freedom. <p>Points regarding extent may include the following.</p> <ul style="list-style-type: none"> • There are some similarities in that both sources suggest that refugees are leaving the East for the West. • However, the sources strongly disagree, with Source A much more focused on the exodus of refugees and the negative features of West Berlin while Kennedy in Source B gives a far more positive image. 	

Question	Mark scheme
A5(c)	<p>Extract C suggests that the main reason for the building of the Berlin Wall (1961) was to stop the loss of East Germans to the West.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the view may include the following.</p> <ul style="list-style-type: none"> • Source A suggests that the main reason was the loss of refugees as his included doctors, engineers and skilled workers. This was costing East Germany 3.5 thousand million marks a year. • Source B also stresses the attraction of the West as it was a symbol of freedom and liberty. • Extract C suggest that over two million East Germans had moved to the West by 1961 and that this was very embarrassing to Khrushchev and the Soviet Government. • East Germans fled to the West because they were dissatisfied with economic and political conditions at home. It was easy to escape as there was no barbed wire, minefields and watch towers between the different parts of the city. <p>Relevant points to counter the view may include the following.</p> <ul style="list-style-type: none"> • Source A also suggests that the Soviet Union saw West Berlin as a centre for spying. By 1961 West Berlin contained the biggest number of spying agencies ever assembled in one place. • At the Vienna summit of June 1961, Khrushchev again demanded that western forces leave West Berlin. Extract C suggests that the Wall was built because Kennedy refused to leave West Berlin voluntarily. • Khrushchev saw West Berlin and West Germany as an increasingly threatening to the East militarily. In 1955, Germany had joined NATO and in 1957 it had joined the European Economic Community. • Extract C also stresses that Khrushchev and the Soviet Union saw Berlin as a huge embarrassment to communism because of the contrast between the standards of living in East and West Berlin. 	

Section B: Breadth studies in change

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

Question	Mark scheme
<p>B1 (a)</p>	<p>Explain TWO ways in which the position of black Americans in the Southern States of the USA was similar before and after the Civil War.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A similarity was the lack of political rights continued. Before the Civil War most black Americans were slaves with no political rights. After Reconstruction most states ensured that few black Americans could vote. • Another similarity was that violence against black Americans in the South continued. Before the Civil War some black Americans experienced brutality from their slave owners. This continued in the Southern States after the Civil War due to the emergence of the Ku Klux Klan.

Question	Mark scheme
B1(b)	<p>Explain TWO causes of the Mexican War (1846–48).</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In 1836 Texas achieved independence from Mexico and agitated for annexation to the USA. In 1845 Texas was admitted to the Union as a single state and this increased rivalry with Mexico. • The US annexation of Texas angered Mexico, which still claimed sovereignty over the state. Relations deteriorated further due to disputed boundaries between the states. • The US government was unhappy with Mexico because the Mexican government failed to pay some \$2 million in debts owed to American citizens, largely for damage to property destroyed in periods of disorder in Mexico. 	

Question	Mark scheme
B1 (c) (i)	<p>How far did the powers of the federal government change in the years 1783–1809?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Connecticut Compromise (1787) • the presidency of Jefferson. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Change as the Connecticut Compromise provided a dual system of congressional representation. In the House of Representatives each state would be assigned a number of seats in proportion to its population, while in the Senate each state would have the same number of seats. • Change as The Bill of Rights in 1789–91 (the first ten Amendments to the US Constitution) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states. • Change as Jefferson was determined to reduce the federal role of government in the lives of American people. These changes included Jefferson cutting the costs of federal government by reducing government expenditures in the maintenance of the federal armed and naval forces. • Change as The Virginia and Kentucky Resolutions (1798) declared that state legislatures could declare acts of Congress unconstitutional, on the theory that states' rights overpowered federal rights. • Change as the introduction of the first National Bank in 1791 further extended the powers of the federal government. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • Continuity as federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced Alien and Seditions Acts which extended the powers of the president to arrest and deport foreign nationals. • Continuity as the introduction of the first National Bank encouraged further opposition to the extension of federal power. Widespread resistance from opponents of increased federal power, including from the Secretary of State Thomas Jefferson. • Continuity as the controversy between the powers of state and national government that had caused the Connecticut Compromise remained alive throughout the presidency of Jefferson. States' rights remained a central issue (eg over tariffs and slavery) as did the role of the Supreme Court in deciding whether Congressional acts were constitutional. 	

Question	Mark scheme
B1 (c) (ii)	<p>How significant was the Dred Scott case (1857) in the changing relations between the Northern and Southern States of the USA in the years 1820–61?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Missouri Compromise • the Dred Scott case. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War. • Anti-slavery leaders in the North cited the controversial Supreme Court decision as evidence that Southerners wanted to extend slavery throughout the nation and ultimately rule the nation itself. • Southerners approved the Dred Scott decision, believing Congress had no right to prohibit slavery in the territories. • The ruling served to turn back the clock concerning the rights of African-Americans, ignoring the fact that black men in five of the original States had been full voting citizens, dating back to The Constitution of the United States, 1791. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • The Missouri Compromise worsened relations between the North and South. It was criticized by many southerners because it established the principle that Congress could make laws regarding slavery. • Northerners, on the other hand, condemned the Compromise for accepting the expansion of slavery. Missouri was admitted as a slave state. Nevertheless, the act helped hold the Union together for more than thirty years. • The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South it was strongly supported. • After the Kansas-Nebraska Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted, with the anti-slavery forces led by John Brown and the territory earned the nickname 'bleeding Kansas' due to the deaths that followed. 	

B2: Changes in medicine, c1848–c1948

Question	Mark scheme
B2 (a)	<p>Explain TWO ways in which surgery in 1848 was different from surgery in 1905.</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.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In 1848, anaesthetics were not widely used and most operations were carried out quickly because there was no relief for pain. By 1905 reliable anaesthetics were widely used and surgeons were able to take their time over operations. • In 1848, surgeons did not take any precautions to protect open wounds from infection. By the end of the 19th century Lister's antiseptic methods were widely used in surgery and surgical instruments were sterilised.

Question	Mark scheme
B2 (b)	<p>Explain TWO causes of improvements in public health in Britain in the years 1848–78.</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In 1854 Dr John Snow made a breakthrough in proving that there was a link between cholera and water supply. He investigated 500 fatal attacks of cholera during ten days and linked them to an infected water supply. • Chadwick encouraged improvement in public health. He was a civil servant who had discovered that ill health was caused by the foul conditions in which people lived and campaigned throughout the 1840s for improved public health. • The Public Health Act of 1848 brought some improvements. It set up a General Board of Health in London which was given the power to create Local Boards of Health that could control water supplies, cemeteries and sewage. 	

Question	Mark scheme
B2 (c) (i)	<p>How far did the role of women in medicine change in the years 1848–1905?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Florence Nightingale • Elizabeth Garrett. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (8 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Florence Nightingale's work at the hospital at Scutari during the Crimean War brought change, as it did much to enhance the role of women in nursing. In six months she had cut the death rate of wounded soldiers to only two out of every hundred. • Further change when, in 1860, Florence Nightingale published her 'Notes for Nursing' which soon became a bestseller. Women in nursing was further enhanced in 1860 when Florence Nightingale set up the first Training School for nurses. • More change when the creation of the Florence School of Nursing created a modern nursing profession. It started with 15 student nurses and by the end of the 19th century just under 2000 nurses had been trained. Nightingale nurses went on to become matrons or to run training schools in other hospitals. • Other changes were due to Elizabeth Garrett Anderson who trained as a nurse but then went to France in 1870 to complete the examination for Doctor of Medicine. She became the first qualified doctor in Britain. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • There was continuity as Florence Nightingale did not consider that official government recognition of the qualifications of her nurses were necessary. This was out of step with the rest of the medical profession. • Continuity, as the medical profession replied by stopping other women from getting the necessary qualification. For example, Edinburgh refused to give degrees to women students. • Continuity as women doctors continued to face opposition from male students and doctors who thought that women were too emotional for dissections and not intelligent enough for the training, and that patients would not take them seriously. • There was limited change as, in 1876, Parliament prohibited the exclusion of women from universities and medical schools, and there were a few female doctors by the end of the 19th century. 	

Question	Mark scheme
B2 (c) (ii)	<p>How far were the two World Wars responsible for changes in medical treatment in the years 1914–48?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • developments in surgery during the First World War • the development of penicillin. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the given factor may include the following.</p> <ul style="list-style-type: none"> • Surgery improved during the First World War, partly due to the use of x-rays. X-ray machines were installed all along the Western Front and greatly improved the success rate of surgeons in removing deeply lodged bullets. • Blood transfusions also improved during the First World War when vast amounts of blood were needed. This led doctors to the discovery that the liquid part of the blood (the plasma) could be separated from the blood corpuscles. • During the Second World War penicillin was mass produced by the American government after the USA entered the war in 1941. The American government gave \$80 million to four drug companies to find a way to mass produce penicillin. • There was further progress in plastic surgery during the Second World War, more especially in the use of skin grafts and the treatment of burns. <p>Relevant points that challenge the given factor may include the following.</p> <ul style="list-style-type: none"> • In some ways the First World War hindered the development of surgical techniques. It stopped a great deal of medical research. In Britain, 14 000 doctors were taken away from their normal duties to cope with the casualties of war. • Ehrlich made significant progress in the development of the magic bullet with the development of the drug Salvarsan which killed the syphilis bacteria. Domagk discovered a second magic bullet in 1932. • It was two Oxford scientists, Florey and Chain, who, in the later 1930s, managed to source a concentrated drug from the penicillin mould. In the following year, experiments on mice which contained life-threatening bacteria were successful. • The introduction of the NHS in 1948 also brought about significant changes as it introduced free medical treatment. Within two months 93 per cent of the population had enrolled. 	

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	<p>Explain TWO ways in which the government of Japan under the Tokugawa was different from the government of Japan after the introduction of the Meiji Constitution (1889).</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.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A difference was in the position of the Emperor. During the Tokugawa the powers of the Emperor were limited. The Meiji Constitution clearly stated that the Emperor was 'sacred and inviolable' and granted him supreme control of the Army and Navy. • A difference was in the powers of the aristocracy. During the Tokugawa the shogun and lords were very powerful. They were feudal lords with their own bureaucracies, policies, and territories. These powers were limited by the Meiji Constitution.

Question	Mark scheme
B3 (b)	<p>Explain TWO causes of greater democracy during the Taisho period (1912–26).</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the 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.</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • The lack of a strong emperor and the setting up of a regency in 1921. The mental and physical health problems of Taisho meant he was unable to rule effectively. In 1921, Crown Prince Hirohito was named as Regent. • Influence of Western ideas of liberalism and democracy advocated by leading political figures such as Dr. Yoshino Sakuzo who was a professor of law and political theory who coined the term Taisho democracy. • Emergence of protest movements demanding political change, more especially Japanese trade unions and a movement for women's suffrage overturned Article 5 of the Police Security Act, which had prevented women from joining political groups and actively participating in politics. 	

Question	Mark scheme
B3 (c) (i)	<p>How far did the economy of Japan change in the years 1870–1931?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • industrial revolution in the Meiji period • the world Depression in the years 1930–31. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Great growth in the economy with the industrial revolution of the 1870s and 1880s especially a great boom in the silk industry. The Japanese took advantage to expand their markets when a silkworm disease struck Europe in the 1860s. • Industrial growth, especially the silk industry, was encouraged by government grants and production multiplied five-fold in the last quarter of the 19th century. • Change as the government encouraged modernisation of farming. Students of agriculture were sent abroad as well as the introduction of irrigation schemes and the use of fertilisers. • Change due to the Great Depression. 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. • Many countries put tariffs on cheap Japanese goods in an effort to keep them from competing with American and European manufacturers. This worsened Japan's economic problems. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • Continuity in the importance and dependence on the rice crop for the economy and in the lifestyle of the Japanese peasants. • Continued growth of the Japanese economy during the First World War. During the war Japan used the absence of the war-torn European competitors on the world market to advance its economy, generating a trade surplus. • Continuity as world trading boom in the early 20th century gave Japan the chance to become the leading manufacturer of cotton, toys and pottery. Cheap Japanese goods swamped American and European markets. 	

Question	Mark scheme
B3 (c) (ii)	<p>How far was the invasion of Manchuria (1931) the key turning point in Japanese expansion in East Asia in the years 1895–1941?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Russo-Japanese War • Manchuria. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that indicate a turning point may include the following.</p> <ul style="list-style-type: none"> • Manchuria a key turning point because it led to change in Japanese policy in the Far East after the success of the invasion. The prestige of the army increased in Tokyo especially after an unsuccessful coup by the Imperial Way Group in 1936. • Manchuria a key turning point because the Control Group of the army, which favoured expansion into China, emerged strong and dominant. This led to further change with the Japanese invasion of China in 1937 and the beginning of Japan's New Order in East Asia. • Manchuria a key turning point because it encouraged further Japanese expansion in China in 1937 and greatly increased rivalry with the USA. <p>Relevant points that indicate limited significance as a turning point may include the following.</p> <ul style="list-style-type: none"> • Manchuria was not a key turning point because Japan already claimed special interests in Manchuria as they ran the South Manchurian Railway and controlled some of the cities along its route. • A key turning in Japanese policies in the Far East came about in the 1890s because Japan faced a severe economic crisis and desperately needed new markets in order to further expand its industry. • A key turning point in Japanese foreign policy was increasing rivalry with Russia at the turn of the century, especially when the latter won the right to construct the Chinese-Eastern railway through Manchuria, an area Japan coveted because it was rich in raw materials and also wanted to expand into Korea. • The Anglo-Japanese Alliance was a key turning point because it encouraged Japan to go to war with Russia as it ensured British neutrality in any future conflict. • The Russo-Japanese war was a key turning point because it led to a victory for Japan which greatly increased Japanese prestige and influence in the Far East. 	

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

Question	Mark scheme
B4 (a)	<p>Explain TWO ways in which the organisation of agriculture in China under Mao was different from the organisation of agriculture under Deng.</p> <p>Targets: AO1 (2 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2 (4 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A difference was in attitudes to private enterprise. Under Mao there was no private enterprise at all. Under Deng farmers were allowed to hire a certain numbers of labourers, and sell their surplus at market for a profit and to raise crops in individual plots • A difference was in control of the communes. Under Mao there was a system of centrally controlled communes with common ownership by all members. Under Deng a Responsibility System for commune land was started in 1978, by which farmers were given responsibility for cultivating areas of land within their commune.

Question	Mark scheme
B4 (b)	<p>Explain TWO causes of the Cultural Revolution.</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • Mao wanted to defeat his opponents, regain his political supremacy and ensure that his economic policies were accepted. After the Great Leap Forward Mao's own political position was weakened whilst his economic policies had been rejected. • The Cultural Revolution was launched to change the education of ordinary Chinese people. Education needed to be more revolutionary, less academic and more practical and more influenced by the peasants. • Mao wanted a purer form of communism and gave this priority over economic efficiency. Incentives for individual work destroyed his ideal of equality. He wanted a decentralised industry which encouraged maximum participation of all the workers. 	

Question	Mark scheme
B4 (c) (i)	<p>How far did threats to the government of China change in the years 1911–49?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Warlords • Mao and the Chinese Communist Party (CCP), 1935–49. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Significant change in the Warlord era. China lacked a popular leader and central government collapsed as it only controlled a small area around Beijing. The control of the government was threatened by the emergence of Warlords. • Threats to the government of China came with the May the Fourth Movement of 1919, which opposed the Paris Peace terms and organised demonstrations and protests against the government in Beijing and the rest of the country. • The CCP threat emerged and became an even greater threat when Chiang failed to destroy the Jiangxi Soviet and the success of the Long March of 1934–35. • Significant change in internal to external threats to government from the later mid-1930s, more especially following the Japanese invasion of China in 1937. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • There was limited change as there were threats to the government due to the 1911 Revolution. The revolutionaries were inspired by Western-style democracy and overthrew the last Chinese emperors, the Manchus. • Threats to the government continued in the 1920s, with the setting up of the CCP in 1921 under Mao which aimed to bring about a communist revolution to overthrow the Chinese government. • The threats internally from the Warlords and the CCP were reduced by the activities of Chiang Kai-shek and the Guomindang through the March to the North of 1926, which greatly reduced the threats from the Warlords and, in the following year, turned against and weakened the CCP. • Continuity in that the threat of the CCP to the government remained during the war with Japan. It continued and further increased after the defeat of Japan and during the Civil War of 1945–49. 	

Question	Mark scheme
B4 (c) (ii)	<p>How far did the organisation of industry change in China in the years 1949–89?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Great Leap Forward • changes under Deng. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • The First Five-year Plan saw major changes in heavy industry. The main areas of concentration were coal, steel and petro-chemicals. 700 new production plants were built in central China and Manchuria. • Change during the Great Leap Forward as Mao encouraged communes to set up 'backyard' production plants. The most famous were 600 000 backyard furnaces which produced steel for the communes. • Change under Deng. People were free to own their own businesses. To satisfy demand, record numbers of consumer goods, such as bicycles, watches and sewing machines, were produced. • There was far less control from the centre. Deng told the factory managers to run their factories profitably and to produce what people wanted to buy. <p>Relevant points which suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • First Five-year Plan also saw continuity. Light industry, such as cotton-making and food-processing, was neglected in favour of heavy industry. This meant there was a shortage of consumer goods, especially bicycles. • Continuity between the First and Second Five-year Plans (Great Leap Forward), with each focusing on expanding heavy industry. • Continuity in that the Great Leap Forward, at first, saw a rapid increase in production of heavy industry. The figures for steel, coal, chemicals, timber, cement all showed huge rises. • Continuity in that the Soviet Union sent advisers and technicians to help with the First and Second Five-year Plans. 	

B5: The changing role of international organisations: the League and the UN, 1919–c2011

Question	Mark scheme
B5 (a)	<p>Explain TWO ways in which the organisation of the League of Nations was similar to the organisation of the United Nations.</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.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • One similarity is the General Assembly. The Assembly of the League had representatives of all of its members' states, each had one vote and met annually. The Assembly of the UN also had one vote for each of its members and met annually. • The Councils of each organisation are also very similar. The Council of the League had permanent members including Britain, France, Italy and Japan. The Security Council of the League also has permanent members including the USA, Soviet Union, Britain and France.

Question	Mark scheme
B5 (b)	<p>Explain TWO causes of the setting up of the League of Nations.</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It was the idea of Woodrow Wilson and his Fourteen Points with the aim of avoiding future wars. The League of Nations was set up in 1920 with 42 original member countries. • The League was set up to prevent aggression by any nation, to encourage cooperation between nations, to work towards international disarmament and to improve the living and working conditions of all peoples. • The League was built on the idea of collective security. This meant that the members of the League could prevent war by acting together to protect and defend the interests of all nations. 	

Question	Mark scheme
B5 (c) (i)	<p>How far did the work of international agencies change in the years 1920–2000?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • health agencies • education agencies. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Change in focus of health organisations. The most serious health problem of the late 20th century was AIDS. WHO has focused some of its work on collecting evidence and statistics to reduce the effects of the epidemic. In June 2001 the UN global AIDS fund was set up. • UNESCO going much further than League by encouraging cooperation with scientists, scholars, and artists in all fields believing that best way to promote peace is to educate people's minds. • Change with the UN's ILO going further in trying to ensure that there should be equal opportunities for everybody to get jobs, irrespective of race, sex or religion. • Change in that the UN's ILO has also tried to ensure that there are full social security provision for all workers such as unemployment, health and maternity benefits. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • Continuity in the aims of the health organisations – the Health Organisation of the League and the World Health Organization of the UN. Both aimed to make the world free of disease and bring about a high level of health. • Continuity in the work of the health agencies. The League's Health Organisation put great efforts into ending such diseases as yellow fever, malaria and leprosy. The UN's World Health Organization has also worked to end serious diseases such as the elimination of smallpox epidemics in the 1980s. • Continuity with League and UN organisations trying to improve world literacy. The League tried to raise awareness of the importance of education which was continued by UNESCO. Much of time and resources of UNESCO devoted to setting up schools and teacher training colleges in less developed countries. • Similarity in that both organisations have worked to improve working conditions all over the world. The League's International Labour Organisation improved working conditions by encouraging countries to fix a maximum working day and week. This was continued by the UN's International Labour Organisation. 	

Question	Mark scheme
B5 (c) (ii)	<p>How far did the peacekeeping role of international organisations change in the years 1923–64?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the League of Nations and Manchuria • the United Nations and the Congo. <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 that there was change may include the following.

- Change in that the UN acted very effectively and quickly in 1960 after Lumumba asked for help. In July Security Council Resolution 143 ordered Belgian troops out and sent in its own peacekeeping force.
- Change as the UN sent in a force of 20 000 men who were able to protect the Congo's government against rebels and restore political stability.
- There was further change in the Congo due to the removal of Lumumba by Mobutu. UN troops remained and the UN Secretary-General went to the Congo in person and, by 1961, was partially successful when acting as an arbitrator between the two sides.

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

- Continuity in the Congo when, in 1962, the UN once again acted decisively by launching a military offensive called Operation Grand Slam. This defeated the rebels in Katanga and, in the following year, Katanga was reunited with the rest of the Congo.
- Continuity between the Corfu Incident, Manchuria and Abyssinia as in all three cases the League failed to prevent aggression by a major nation.
- Continuity between Manchuria and Abyssinia as in both cases the peacekeeping role of the League was shown to be ineffective especially in the application of sanctions.
- Continuity in that in both crises the key members of the League, especially Britain and France, were unwilling to take military action against the aggressive nations.
- The failure of the UN in Hungary in 1956 showed continuity with the failures of the League especially in the 1930s. The UN condemned the Soviet invasion and demanded the withdrawal of Soviet troops but this was ignored by the Soviet Union.

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

Question	Mark scheme
B6 (a)	<p>Explain TWO ways in which guerrilla warfare in the conflict in Vietnam, in the years 1965–73, was similar to guerrilla warfare in Afghanistan during the Soviet occupation (1979–89).</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.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In both conflicts the guerrilla forces used similar hit-and-run tactics. The Vietcong attacked the Americans and then disappeared into the jungle, villages or their tunnels. The Mujaheddin successfully attacked Soviet supply routes and shot at Soviet planes and then retreated into their mountain hideouts. • In both conflicts the guerrilla forces made effective use of the local population. In South Vietnam the Vietcong were courteous and respectful to villagers to win their support. In Afghanistan, the Mujaheddin were supported by the local tribesmen who resented the Soviet invasion and occupation.

Question	Mark scheme
B6 (b)	<p>Explain TWO causes of the 'War on Terror'.</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • There was a 'War on Terror' because of the 9/11 attacks. The Bush administration passed the Authorization for Use of Military Force Against Terrorists and was made law on 14 September 14 2001, to authorise the use of United States Armed Forces against those responsible for the attacks on 11 September 2001. • The Americans were determined to identify, locate and demolish terrorists, along with their organisations, and defeat terrorists such as Osama bin Laden, and demolish his organisation. • There was a 'War on Terror' because of the situation in Afghanistan. The Bush administration was convinced that there were links between the Taliban Osama bin Laden and al-Qaeda leaders. In October 2001 US forces invaded Afghanistan to oust the Taliban regime. 	

Question	Mark scheme
B6 (c) (i)	<p>How far did aerial warfare change in the years 1945–2011?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • 'surgical' air strikes in the Middle East • drone wars in Pakistan. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Surgical air strikes have brought change from carpet bombing because it is claimed that such strikes result in only damage to the intended legitimate military target, and not to surrounding buildings or civilians. • The bombing of Baghdad during the initial stages of the 2003 Iraq War by US forces was an example of a coordinated surgical strike, where government buildings and military targets were systematically attacked by US aircraft. • Change was brought about due to the increased use of drones. Drone strikes in Pakistan were carried out after 2004 to target the leaders of terrorist organisations. • Change due to the use of unmanned aerial vehicles or drones using the argument that they are a more humane method of warfare. The US administration have publicly claimed that civilian deaths from the attacks are minimal. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • Continuity as it is also clear that although the fire power and accuracy of air power has increased, it alone cannot win wars, and this was illustrated by the Gulf War of 1991 where air superiority was quickly achieved but despite a massive bombing offensive ground operations were still required. • Pilotless planes such as drones show continuity with use of V1 and V2 rockets during the Second World War. • Bush's successor, President Obama, continued but broadened the drone attacks to include targets against groups considered to be seeking to destabilize the Pakistani civilian government. • Continuity in that drone strikes have not always reached their intended targets but have caused damage to other buildings and civilian deaths as with previous methods of air bombing. 	

Question	Mark scheme
B6 (c) (ii)	<p>How far did the development of atomic and nuclear weapons change warfare in the years 1945–1991?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the dropping of the atomic bombs • the theory of mutually assured destruction (MAD). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • The first change was the damage caused by the bombs. The bombs devastated the two cities. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness. In Nagasaki, 40 000 were killed, rising to over 48 000. • It brought immediate changes to the nature of warfare. The atomic bomb was far more destructive than any conventional weapon. It appeared to make conventional weapons redundant. • It sparked off a nuclear arms race between the two superpowers, with each attempting to develop even more destructive weapons. This, in turn, intensified the Cold War. • Change due to the development by the USA and the Soviet Union of ever more powerful weapons of mass destruction such as the H-Bomb and Inter-Continental Ballistic Missiles (ICBMs). <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • Continuity in the use of traditional weapons. Because of the devastation it brought to the two cities in Japan, it meant that nuclear weapons were not used in the second half of the 20th century. All subsequent wars were fought using conventional weapons. • Limited change because neither superpower was willing to use nuclear weapons. When the Soviet Union caught up with the USA, both sides knew that they could not destroy all the other side's nuclear weapons. As a result, neither side could afford to attack first. • Limited change because of the MAD or Mutually Assured Destruction. Neither side would dare strike first when it knew the attack would destroy itself too. • Continuity in that wars in this period were fought using conventional weapons. As neither side was prepared to use nuclear weapons because of the possible consequences. 	

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

Question	Mark scheme
B7 (a)	<p>Explain TWO ways in which the Camp David Agreements (1979) were similar to the terms of the Oslo Peace Accords (1993).</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.</p>
	<p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity/difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Similarity in the setting up of a Palestinian authority. Camp David provided for the election of a self-governing Palestinian authority to replace the Israeli military government. At Oslo a Palestinian authority was set up which gave Palestinians control over daily life in Gaza and the West Bank. • Similarity in recognising the rights of Palestine. Camp David recognised 'the legitimate rights of the Palestinian people'. At Oslo, Israel recognised the political rights of the Palestinian people.

Question	Mark scheme
B7 (b)	<p>Explain TWO causes of the failure of the 'Roadmap for Peace' (2003).</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.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • The Roadmap failed because the requirements of the Roadmap were not fulfilled. By the end of 2003, Israel had neither withdrawn from Palestinian areas occupied since September 2000, nor frozen settlement expansion. • It failed because the cycle of violence continued between Israel, Hamas and Fatah. The Jerusalem bus 2 massacre by Hamas and Islamic Jihad on 19 August 2003, killed 23 and wounded 136 people. Israel reacted, causing large-scale destruction to Palestinian population centres. • It failed because of the assassination by Israel of Hamas' political leader Ismail Abu Shanab. Shanab supported a two-state solution and was regarded as one of Hamas's more moderate and pragmatic leaders. 	

Question	Mark scheme
B7 (c) (i)	<p>How far was the Peel Commission (1937) responsible for change in the Middle East in the years 1917–47?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Balfour Declaration (1917) • the Peel Commission. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the given factor may include the following.</p> <ul style="list-style-type: none"> • As a result of the Peel Commission, the British began to seriously question their position in Palestine and began to draw up plans to prepare for a form of self-government for both Jews and Arabs in Palestine. • The Commission proposed that the Jews and Arabs should be allowed to rule themselves in Palestine. • The Commission intensified differences between the Arabs and the Jews by suggesting that Palestine should be partitioned into two separate states. This was accepted by the Jews but rejected by the Arabs. <p>Relevant points that challenge the given factor may include the following.</p> <ul style="list-style-type: none"> • The Balfour declaration encouraged change because it was seen by the Jews as a promise by the British government to help set up a Jewish state. • The declaration also brought change because it encouraged opposition from the Palestinians who felt that it went against the British promise of independence once the Turks had been defeated. • British mandate brought change as it led to increased Jewish immigration to Palestine. In the years 1919 to 1939 an estimated 360 000 Jews emigrated to Palestine and, by 1939, they made up one-third of the population. • Increased immigration led to clashes between the Jewish settlers and the Palestinian Arab population. The Arabs felt that the Jews were concentrating settlements in specific places, and this was leading to areas which contained few Arabs. • The Second World War brought further change. It left Britain economically and financially bankrupt. Clement Attlee, the prime minister of a Labour Government elected in 1945, was determined to reduce its worldwide territorial and military commitments, more especially in the Middle East. 	

Question	Mark scheme
B7 (c) (ii)	<p>How far did relations between Israel and her neighbours change in the years 1948–73?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Suez Crisis, 1956 • the Yom Kippur War, 1973. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks): Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that suggest that there was change may include the following.</p> <ul style="list-style-type: none"> • Change because the hostility and rivalry between Israel and its neighbours intensified in the years 1948–73. • Change because, unlike previous conflict, during the Yom Kippur War the Arab states launched the first attacks and had initial success against Israel. • The threat faced by Israel changed in the 1950s with the rise in popularity of Nasser and the nationalisation of the Suez Canal. The main threat was now Egypt. • Change during the Suez Crisis, as Israeli attacks were aimed against Egypt rather than against its other Arab neighbours, as they were during other conflicts in the period. <p>Relevant points that suggest that change was limited may include the following.</p> <ul style="list-style-type: none"> • The relationship showed continued hostility between the two sides throughout the period, with Jewish determination to survive and Arab determination to destroy Israel. • There was continuity in Israeli aggression against its neighbours in 1956, with the invasion during the Suez Crisis, and 1967 with its pre-emptive strikes. • There was continuity in the success that Israel achieved against its neighbours during this period, such as between the War of Independence of 1948–9 and the Six-Day War of 1967. • There was continuity in that in most conflicts during this period, Israel was able to make territorial gains at the expense of its Arab neighbours, more especially in 1948 and again in 1967. 	

