



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In History (4HI1)

Paper 2: Investigation and Breadth Studies

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met

Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

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

Section A: Question (b)

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

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

Section A: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">• Answers offers simple, valid comment to agree with or counter the interpretation.• Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.• Generalised contextual knowledge is included and linked to the evaluation.• The overall judgement is missing or asserted.
2	5–8	<ul style="list-style-type: none">• Answers offers valid comment to agree with or counter the interpretation.• Some analysis is shown in selecting and including details from the provided materials to support this comment.• Some relevant contextual knowledge is included and linked to the evaluation.• An overall judgement is given but 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, indication differences and deploying this to support the evaluation.• Relevant contextual knowledge is used directly to support the evaluation.• An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none">• Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement.• Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.• Relevant contextual knowledge is precisely selected and used directly to support the evaluation.• An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">• 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 address three aspects.</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 address three aspects.</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 address three aspects.</p>

SECTION A: Historical Investigation

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

Question	Mark scheme
A1 (a)	<p>Describe TWO features of EITHER the assassination at Sarajevo OR the Schlieffen Plan.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the assassination at Sarajevo:</p> <ul style="list-style-type: none">• The assassination at Sarajevo took place in June 1914. The heir to the Austrian throne, Archduke Franz Ferdinand, was shot and killed while visiting the Bosnian capital• The assassination was carried out by a Bosnian-Serb nationalist, Gavrilo Princip. Princip was supplied and encouraged by the Serbian secret society, the Black Hand. <p>For example, for the Schlieffen Plan:</p> <ul style="list-style-type: none">• The Schlieffen Plan was a German war plan, originally devised in 1905. Alfred von Schlieffen was the Chief of the General Staff of the German Army at that time• Germany wanted to avoid war against France and Russia at the same time. Under the Schlieffen Plan, Germany was to defeat France first before attacking Russia.	

Question	Mark scheme
A1 (b)	<p>How far does Source A support the evidence of Source B about the reaction of the British Army to the Ludendorff Spring Offensive (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"> • The sources agree that the British army retreated in the face of the German offensive – Source A refers to being 'allowed to retreat' and Source B to retreating 'day after day' • The sources agree that the British army fought hard to prevent the German army breaching its defences – Source A refers to the British preventing the Germans from 'breaking through' and Source B to units defending 'their lines'. <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> • Source A suggests that the British army was badly affected by the German offensive ('almost destroyed. We had become a muddle'), whereas Source B indicates that it managed to remain 'Strong and well-organised' • Source B suggests that the Spring Offensive was not halted so much by the actions of the British army as by the German decision to advance no further ('as far as they dared to go.') – this is not mentioned in Source A. <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> • There is some difference between the sources concerning the effects of the Spring Offensive on the British army and its success in halting the Germans • The sources strongly agree that the British army was forced to retreat by the Spring Offensive but that it fought resolutely to prevent a German breakthrough. 	

Question	Mark scheme
A1 (c)	<p>Extract C suggests that the Ludendorff Spring Offensive was a total failure.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that the British army prevented the German army from breaking its lines of defence ('they did not break through.')
- Source B indicates that the offensive exposed the German army to the possibility of a 'dangerous counter-attack'
- Extract C indicates that the offensive failed in its objectives, caused enormous losses and merely exhausted the German army ('did not destroy the British army or split it from the French', 'one million casualties')
- Most of the German gains during the offensive were of little strategic benefit, creating salients from which they could be counter-attacked. Ludendorff wasted his army's strength, attacking well-prepared, entrenched British positions.

Relevant points which counter the view may include:

- Source A indicates that parts of the British army were forced to retreat constantly ('for ten days') and were reduced to a disorganised rabble
- Source B indicates that the German army made significant advances during the offensive ('day after day...very quickly') and reached close to Paris ('only 56 miles')
- Extract C states that the first phase of the offensive was greatly successful ('In only two weeks...advanced over 30 miles, taking 90 000 prisoners.')
- The Allies lost over 850 000 men during the offensive (killed, wounded or captured), also many artillery pieces and tanks. The offensive broke the four-year deadlock on the Western Front and led to panic in both Paris and London.

A2: Russia and the Soviet Union, 1905-24

Question	Mark scheme
A2 (a)	<p>Describe TWO features of EITHER the abdication of the Tsar OR the role of Trotsky in the Bolshevik takeover of power.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the abdication of the Tsar:</p> <ul style="list-style-type: none">• The abdication of the Tsar took place on 2 March 1917. Nicholas II signed the abdication statement in a railway carriage in the city of Pskov, surrounded by Generals of the Army and members of the <i>duma</i>• Nicholas II renounced the Russian throne on behalf of himself, and his son the Tsarevich. He indicated that he should be succeeded by his brother, Grand Duke Michael. <p>For example, for the role of Trotsky in the Bolshevik takeover of power:</p> <ul style="list-style-type: none">• The role of Trotsky in the Bolshevik takeover of power was one of planning and organisation. Trotsky arranged the seizure of key buildings in Petrograd by Bolsheviks during the October Revolution• Trotsky was the President of the Petrograd Soviet and directed the Soviet's Military Revolutionary Committee. He ordered the Committee's Red Guards into action to support the Bolshevik takeover on 25 October.	

Question	Mark scheme
A2 (b)	<p>How far does Source A support the evidence of Source B about events during the Lena Goldfield strike?</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>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that, during the strike, there was a confrontation between the strikers and the soldiers – Source A refers to the strikers 'advancing on the soldiers' and Source B to workers being 'killed by soldiers'
- The sources agree that, during the strike, the soldiers opened fire on the strikers – Source A refers to the soldiers firing on the workers and Source B to strikers being 'shot'.

Points of difference may include the following:

- Source A suggests that the strikers were threatening the soldiers and that they were forced to shoot, whereas Source B states that the strikers were 'unarmed' and 'peaceful'
- Source A states that the soldiers asked for orders to shoot the strikers, whereas Source B claims that the orders came from the Tsar himself.

Points regarding extent may include the following:

- There is some difference between the sources concerning the threat posed by the striking workers at Lena and the order to fire on them
- The sources strongly agree that the Lena goldfields strike witnessed a confrontation between the soldiers and workers, during which workers were fired upon.

Question	Mark scheme
<p>A2 (c)</p>	<p>Extract C suggests that the Lena Goldfield strike was very badly managed by the Tsar's government.</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 Tsar's Interior Minister behaved badly in the <i>duma</i> following the shootings by refusing to apologise and implying that such force could be used again ('has always happened...will always happen.') Source B claims that the Tsar and his government were viewed as siding with 'businessmen' against the workers during the strike and indicates that the result of their actions at Lena provoked a new wave of 'unrest all over the country' Extract C indicates that the government's handling of the strike overshadowed improvements introduced in Russia after the 1905 Revolution and strengthened the revolutionaries ('support for revolutionary parties...rapidly.') The soldiers at Lena were sent by the government, which also authorised the arrest of the strike's leaders. The massacre ended a period of declining unrest in Russia since 1906, e.g. the number of political strikes more than tripled in 1912. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> Source A claims that the Tsar's government had little choice at Lena in 1912 to control a crowd that was threatening the soldiers and that was politically motivated ('dangerous political radicals') Extract C indicates that the government had to react strongly at Lena to 'defend law and order' and to protect 'the interests of businessmen' Extract C suggests that the strikers were being controlled by 'dangerous revolutionaries' who threatened the government At Lena, troops were hugely outnumbered by crowds of over 2500 angry workers. The government ordered a committee of enquiry into the massacre, and sped up reforms to improve working conditions throughout Russia. 	

A3: The USA, 1918-41

Question	Mark scheme
A3 (a)	<p>Describe TWO features of EITHER the Wall Street Crash OR the TVA.</p> <p>A01 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Wall Street Crash:</p> <ul style="list-style-type: none">• The Wall Street Crash was a collapse of confidence on the US Stock Exchange that began in the autumn of 1929. Between September and November, investors sold shares in huge volumes, 16 million on Black Tuesday (29 October) alone• During the Crash, investors sold shares at great losses believing that greater losses would occur if they waited longer. Many individual investors, as well as many banks and businesses, were ruined. <p>For example, for the TVA:</p> <ul style="list-style-type: none">• The TVA refers to the Tennessee Valley Authority. This was a government agency established by Congress in 1933, as part of FDR's New Deal• The TVA was concerned with the economy and living standards in the impoverished Tennessee Valley. It employed thousands in the production of hydro-electricity, conservation projects and in making fertilisers for local farmers.	

Question	Mark scheme
A3 (b)	<p>How far does Source A support the evidence of Source B about women 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>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that women had better employment opportunities in the USA in the 1920s – Source A refers to women in management positions while Source B refers to women 'being encouraged into professions'
- The sources agree that women were increasingly viewed as being more equal with men – Source A claims that women are 'making great progress' towards equality while Source B refers to talk of 'men and women...as equals'.

Points of difference may include the following:

- Source A suggests that the changes in women's lives in the USA during the 1920s were positive ('It is pleasing...'), whereas Source B suggests they were not ('a bad thing...Great nonsense...for which they are not suited.')
- Source B refers to the decline in the popularity of marriage among women – this is not mentioned in Source A.

Points regarding extent may include the following:

- The sources agree that American women during the 1920s were making progress in the US jobs market and towards gender equality
- The sources strongly disagree on whether or not this was a good thing for American society or for women generally.

Question	Mark scheme
A3 (c)	<p>Extract C suggests that life for most women in the USA during the 1920s did not improve greatly.</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 indicates that there were still roles for which women were not considered suitable in the USA during the 1920s ('none of the largest businesses is run by a woman.') • Source B suggests that conservative values concerning the status and capability of women in the USA were still prominent during the 1920s ('at their best in the more 'female' jobs') • Extract C indicates that most women lacked equality in pay, rarely reached the top managerial positions and carried the 'dual burden' of working and looking after the home • Most women in the USA could not afford, or benefit from the growth in, domestic, labour-saving goods like vacuum cleaners. Improvements during the 1920s were largely confined to urban, white and more prosperous women. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that women were increasingly occupying roles with great responsibility ('men still have control but not as completely as they did before.') • Source B refers to women achieving important political rights ('the vote') and enjoying 'better education' as well as to some 'living lives independent of men' • Extract C refers to more American women making it into the workforce and earning their own money ('More than 2 million') and to women enjoying greater 'social freedoms' during the 1920s • The Nineteenth Amendment in 1920 encouraged greater consideration of women's issues in national politics, e.g. maternity care. Rising prosperity contributed to the growth of more liberal attitudes towards women's dress and behaviour. 	

A4: The Vietnam Conflict, 1945-75

Question	Mark scheme
A4 (a)	<p>Describe TWO features of EITHER the siege of Khe Sanh OR Nixon's policy of Vietnamisation.</p> <p>A01 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the siege of Khe Sanh:</p> <ul style="list-style-type: none">• The siege of Khe Sanh was a battle that took place in South Vietnam in 1968. US Marines at the Khe Sanh Combat Base, near the border with Laos, were surrounded by large numbers of troops from the North Vietnamese Army• The US Army launched Operation Pegasus, which broke through to the Marines and lifted the siege of Khe Sanh. Three months later, US forces abandoned the base and allowed communist forces to occupy the area around it. <p>For example, for Nixon's policy of Vietnamisation:</p> <ul style="list-style-type: none">• Nixon's policy of Vietnamisation was announced to the American people in a televised address in November 1969. It was drawn up by the President's leading advisers like Henry Kissinger• Under Vietnamisation, US forces were gradually withdrawn from South Vietnam, while the USA increased the resources supplied to the ARVN to continue fighting the war. By 1972, over 90% of US troops in Vietnam had been brought home.	

Question	Mark scheme
A4 (b)	<p>How far does Source A support the evidence of Source B about the war in Vietnam during the early 1960s?</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>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the war was going badly for South Vietnam – Source A refers to the situation 'worsening' and Source B to the war 'escalating'
- The sources agree that South Vietnam was under attack by guerrillas – Source A refers to the need to defeat 'communist guerillas' and Source B to 'the guerrilla war in South Vietnam'
- The sources agree that the USA was sending South Vietnam economic help – Source A states that the USA 'should continue to supply...economic assistance' and Source B to 'assisting South Vietnam economically' since 1954.

Points of difference may include the following:

- Source A refers to the USA military intervening directly in South Vietnam ('send ground forces...prepare to bomb'), whereas Source B merely refers to the USA continuing to support South Vietnam with training and economic aid.

Points regarding extent may include the following:

- There is some agreement between the sources concerning the nature of the war in South Vietnam and that South Vietnam was losing out to the communists
- The sources strongly differ concerning the type of assistance that the USA was considering sending to save South Vietnam from defeat.

Question	Mark scheme
A4 (c)	<p>Extract C suggests that US involvement in the Vietnam War increased massively under President Kennedy, in the years 1961-63.</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 indicates that Kennedy was strongly advised by senior officials to increase US military intervention in Vietnam significantly in 1961 ('the USA must act to prevent the fall of South Vietnam.') Source B indicates that Kennedy did increase US aid for South Vietnam in 1961 and 1962 ('this support has increased'), and suggests that he may be withholding information about other things ('I don't want to give out any further details') Extract C indicates that Kennedy massively increased support to South Vietnam in the early 1960s ('jet fighters...napalm.') and suggests that some US forces were already involved in combat situations ('involved in clashes with the Vietcong.') In the early 1960s, Kennedy secretly financed a massive increase in the ARVN and sent over 1000 more 'military advisers' to Vietnam. He also sent 300 helicopters, with US pilots, and helped fund the overthrow of President Diem in 1963. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> Source A indicates that Kennedy and his officials were only considering increasing US military involvement in Vietnam in 1961 ('prepare to send...ready to bomb') Source B indicates that the amount of military support given to South Vietnam was limited to training the South Vietnamese army Extract C states that US involvement in Vietnam remained limited ('not officially at war...no US combat soldiers') until after Kennedy's death In the early 1960s, Kennedy repeatedly threatened to withdraw aid for South Vietnam because of the corruption within Diem's regime. US military advisers in South Vietnam were ordered strictly to avoid combat situations with the Vietcong. 	

A5: East Germany, 1958-90

Question	Mark scheme
A5 (a)	<p>Describe TWO features of EITHER the building of the Berlin Wall OR protest movements in the GDR in the years 1987-90.</p> <p>A01 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the building of the Berlin Wall:</p> <ul style="list-style-type: none">• The building of the Berlin Wall began in August 1961. On 13 August, the border between East and West Berlin was closed, preventing access for traffic and pedestrians either way• The original Berlin Wall was marked by temporary barbed wire fences. Later, a concrete wall, defended by armed guard posts, replaced the barbed wire. <p>For example, for protest movements in the GDR in the years 1987-90:</p> <ul style="list-style-type: none">• Protest movements in the GDR in the years 1987-90 were opposed to the SED government on issues such as political and religious freedom. They supported the introduction of 'glasnost' in the GDR as had occurred in the USSR• Protest movements in cities like Leipzig in October 1989, attracted crowds of over 70 000 people. The SED did not use the police and the army to stop the protests.	

Question	Mark scheme
A5 (b)	<p>How far does Source A support the evidence of Source B about the standard of living in the GDR during the 1980s?</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>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that there were shortages of goods and that queues in shops were common – Source A refers to consumer goods being in 'short supply' and Source B to bananas being 'rare'
- The sources agree that everyday food was affordable – Source A refers to 'food like bread' being inexpensive and Source B to 'most groceries' being 'extremely cheap'.

Points of difference may include the following:

- Source A states that 'most people' had a job, whereas Source B states that there was 'no unemployment.'
- Source A is negative about standard of living in the GDR ('life...could be very difficult.'), whereas Source B is much more positive and states that, 'Generally, people were happy.'

Points regarding extent may include the following:

- There is some difference between the sources concerning how content people in the GDR were with their standard of living
- The sources strongly agree that, while food was 'cheap' in the GDR during the 1980s, consumer goods and other 'luxuries' were in short supply and that queues in East German shops were a feature of everyday life.

Question	Mark scheme
A5 (c)	<p>Extract C suggests that life in the GDR, in the 1980s, was difficult.</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 claims that life in the GDR was in the 1980s was 'difficult', dominated by queues and shortages as a result of economic inefficiency Source B indicates that consumer goods like cars, freely available in the west, were expensive ('ten times...salary.') and subject to very long waiting lists, making life difficult Extract C indicates that life in the GDR was difficult, as it 'lacked the choices and comforts available' in the west and was subject to the SED's version of socialism ('dominated by the government's policies ...full of SED propaganda.') During the 1980s, the SED government struggled to supply sufficient consumer goods to satisfy the population. To cope with the reduction in support from the USSR, social benefits were cut or stagnated, and good quality housing was rare. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> Source A suggests that life in the GDR was not difficult and had significant advantages like low rents, cheap food and 'free childcare and social security.' Source B states that East Germans shared 'real community spirit' and were 'generally...happy.', suggesting that life was not difficult Extract C indicates that living standards in the GDR were higher than for their Eastern bloc neighbours ('three-quarters...washing machine...two-thirds...a television. '), suggesting that life for many was not difficult In the 1980s, the lives of East Germans were broadly comparable to many of those in West Germany or, in the case of women, perhaps better. The SED worked hard to improve the supply of consumer goods like cars, jeans and tape recorders. 	

SECTION B: Breadth Studies in Change

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

Question	Mark scheme
B1 (a)	<p>Explain TWO ways in which the position of Native Americans before the Indian Removal Act (1830) was different from their position after the Act.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A difference was that members of the five 'civilised' tribes now lived on lower-quality land. They were forced to give up good-quality land for unsettled western prairie land• A difference was that the Native Americans were now clearly identified as peoples who could be treated in an arbitrary manner if they stood in the way of white territorial expansion. There was little pretence at caring for their welfare.	

Question	Mark scheme
B1 (b)	<p>Explain TWO causes of opposition to US westward expansion from other nations in the years 1809–49.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • A cause was the desire of nations such as Britain and Spain to maintain their position as colonial powers and keep a foothold in the North American mainland • A cause was the need for other nations to keep control of territories in the North American mainland for trade or exploitation of raw materials, e.g. the British resisted US expansion into the Rockies where there were vast amounts of iron ore • A cause was to protect their own borders and national integrity, e.g. the US annexation of Texas angered Mexico, which still claimed sovereignty over the state. Relations deteriorated further due to disputed boundaries between the states. 	

Question	Mark scheme
B1 (c) (i)	<p>How far did the powers of the Federal government increase in the years 1783-1809?</p> <div data-bbox="456 340 1428 521" 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 US Constitution (1789) • Jefferson's presidency. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government • Federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced the Alien and Sedition Acts, which extended the powers of the president to arrest and deport foreign nationals • The introduction of the first National Bank increased federal authority as its primary purpose was to provide a credit facility for the Federal government and a depository for tax revenue • The United States Constitution of 1789 increased Federal powers by creating a bicameral legislative branch and executive and judicial branches. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The Bill of Rights 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 • Jefferson reduced the federal role of government in the lives of American people by cutting the costs of federal government through reducing government expenditure on the maintenance of the federal armed and naval forces • The Virginia Resolution (1798) declared that state legislatures could declare acts of Congress unconstitutional, on the theory that states' rights overrode federal rights • States' rights remained a central issue in 1809 (e.g. 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 far was the Civil War the key turning point in the changing relations between the Northern and Southern States of the USA in the years 1850-77?</p> <div data-bbox="456 365 1428 544" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Compromise of 1850 • the Civil War. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 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 that there was change may include the following:</p> <ul style="list-style-type: none"> • The bitterness created during the fighting made it more difficult to settle future disputes, especially as the South saw measures such as the Emancipation Proclamation as an attack on its way of life • Lincoln's statement in 1863, that one of his primary objectives in fighting the war was to end slavery, meant that a victory for the North ensured slavery would end, which would lessen disputes between North and South • The Civil War enabled the adoption of the 13th, 14th and 15th Amendments, ending slavery forever in the United States and consequently settling a major cause of conflict. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The 1850 Compromise worsened relations between the North and South. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery • 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 • 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 • The Reconstruction Acts of 1867–68 imposed military rule across the South, fundamentally changing the relations between Northern and Southern States • The Civil Rights Act 1875 outlawed racial discrimination in juries, schools, transportation and public accommodations and caused bitter resentment in the South, as it was seen as 'Northern interference'. 	

B2: Changes in medicine, c1845–c1945

Question	Mark scheme
B2 (a)	<p>Explain TWO ways in which the provision for public health in 1948, before the introduction of the NHS, was different from the provision for public health after its introduction.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A difference was that medical treatment was now free, whereas most people had to pay for treatment and medication before the NHS• A difference was that, in combination with the National Insurance Act, the introduction of the NHS meant that there was now a welfare state providing co-ordinated medical care from 'the cradle to the grave'.	

Question	Mark scheme
B2 (b)	<p>Explain TWO causes of the lower death rate from surgery in the years 1848-1905.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • A cause was the development of effective anaesthetics, such as chloroform, which meant operations did not have to be rushed and fewer mistakes were made • A cause was the development of antiseptic techniques, such as carbolic acid that proved effective in preventing infection • A cause was the reduction of infection in wounds through the use of catgut as a ligature. 	

Question	Mark scheme
B2 (c) (i)	<p>How far did public health provision improve in the years 1848-1911?</p> <div data-bbox="456 331 1428 510" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Public Health Act (1848) • the School Medical Service (1907). <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The 1848 Public Health Act set up a General Board of Health along with three commissioners to supervise public health provision • The Act allowed towns to set up their own local Board of Health and introduce systems for the removal of rubbish and sewage • The 1866 Sanitary Act made it compulsory for local authorities to improve sanitary conditions and remove nuisances to public health • The 1875 Public Health Act made it compulsory for local authorities to take a wide range of public health measures from providing clean water to ensuring proper treatment of sewage and lighting the streets • The Liberal government introduced the School Medical Service to check school children for illness. Many LEAs provided medical treatment for school children found to have diseases or disabilities. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The 1848 Act was limited in its impact because the Board of Health was set up for just 5 years and local authorities were not compelled to introduce measures • The 1875 Act granted local authorities the powers to act in a wide range of public health matters but many of these powers were permissive and local authorities lacked the infrastructure or desire to raise finance to implement them • Whilst changes had been made, for most of the period, there were still large gaps in public health provision, particularly for the young and elderly and low life expectancy. 	

Question	Mark scheme
B2 (c) (ii)	<p>How far were technological advances the main reason for improvements in surgery in the years 1905-45?</p> <div data-bbox="456 371 1426 551" 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"> • X-rays • the Second World War. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • Improvements in X-ray technology, particularly the development of mobile X-ray units in the First World War, led to more focused surgery • Plastic surgery advanced significantly because of Gillies' use of pedicle tubes • Improved technology allowed for donated blood to be stored and transported more easily in the Second World War • During the Second World War, McKissock led a neurosurgical unit using new techniques in neurosurgery to operate on brain injuries. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • War provided the stimulus for improvement. The large number of casualties and the wide-ranging nature of injuries meant doctors and researchers working in new fields, such as plastic surgery • Government intervention and funding enabled research to be carried out which helped improve surgery. For example, the US government gave \$80 million to drug firms to develop penicillin, which greatly increased survival rates after operations • Ongoing medical research was a factor in improving surgery, e.g Cushing in brain surgery, Gillies in plastic surgery and McIndoe in the treatment of burns. 	

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B3 (a)	<p>Explain TWO ways in which the government of Japan before the fall of the Tokugawa in 1867 was different from the government of Japan in 1895.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- A difference was that the Tokugawa was a military regime but in 1895 Japan was governed by a civilian regime
- A difference was that under the Tokugawa there was inefficiency and corruption but the creation of Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption.

Question	Mark scheme
B3 (b)	<p>Explain TWO causes of Japan's increasing influence in Korea in the years 1895-1910.</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 the following:</p> <ul style="list-style-type: none"> • A cause was the defeat of China in the Sino-Japanese War in 1894-95, further weakening attempts by China to control Korea and forcing it to accept the country as 'an independent' state • A cause was the Japan-Korea Treaty of 1905, which deprived Korea of its diplomatic sovereignty and made Korea a protectorate of Imperial Japan • A cause was Japan's victory in the Russo-Japanese War and an acknowledgement of its exclusive rights in Korea, which led to Korea's formal annexation in 1910. 	

Question	Mark scheme
B3 (c) (i)	<p>How far was the most significant change in Japanese society, in the years 1919-45, the restrictions imposed by the Public Security Preservation Law (1925)?</p> <div data-bbox="456 365 1426 544" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Public Security Preservation Law (1925) the war in Southeast Asia (1937-45). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that indicate that there was change may include the following:</p> <ul style="list-style-type: none"> The Law stated that anyone considered to be trying to alter the <i>kokutai</i>, (system of private property) would be liable to imprisonment for a term of up to 10 years. This immediately drove communists and socialists underground By using the highly vague and subjective term <i>kokutai</i>, the law meant that any political opposition could be branded as 'altering the <i>kokutai</i>'. Thus the government had carte blanche to outlaw any form of dissent The law resulted in the establishment of the 'Thought Police' with branches all over Japan and in overseas locations with high concentrations of Japanese subjects. 'Thought Prosecutors' were appointed to suppress 'thought criminals' In the years 1925-45, over 70,000 people were arrested under the provisions of the Public Security Preservation Law, thus increasing control of the Japanese population. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> In the 1920s Japan experienced a 'café boom' where Japanese men and women could go to discuss American movies and hear jazz Society became more willing to support totalitarianism and militarism. From 1928, Tenko encouraged business corporations to work with political leaders in a ruthless campaign against the Left Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences The war in Southeast Asia (1937-45) changed Japanese society. War work, as well as rationing that caused black markets in commodities and jobs, gradually led to a deeply-divided society by the time of the Japanese surrender. 	

Question	Mark scheme
B3 (c) (ii)	<p>How far was the Treaty of Versailles (1919) the key turning point in Japan's rise towards being a world power in the years 1919-45?</p> <div data-bbox="459 331 1428 510" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Treaty of Versailles (1919) • the Greater East Asia Co-Prosperity Sphere. <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>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 that there was change may include the following:</p> <ul style="list-style-type: none"> • For Japan, the Paris Peace Conference marked the first indication that it was moving towards world power status. It joined the 'Big Five' at Versailles, along with the United States, Britain, France, and Italy • The Treaty was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China and was beginning to acquire an overseas empire • The Treaty was important because it led the Japanese to adopt a more aggressive foreign policy in later years as they were offended by the failure of the other powers to treat them as equals at Versailles. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • As a result of world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan began to look at a more expansionist policy in East Asia • Japan's status as a world power was confirmed in the London Naval Conference in 1930 when it joined with the USA, Britain, France and Italy in discussing limitations on the size of navies • The Mukden Incident and consequent occupation of Manchuria was important because it showed Japan that the raw materials it needed could be easily obtained in East Asia. The weak reaction of the League encouraged further expansion • When Italy and Germany signed the Tripartite Agreement with Japan, it established Japan as a world power, showing other nations were keen to have an alliance with Japan • Japan cemented its position as a world power by completing the formation of the Greater East Asia Co-Prosperity Sphere and occupying large areas of Asia. 	

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

Question	Mark scheme
B4 (a)	<p>Explain TWO ways in which education in China during the Cultural Revolution was different from education in China in 1989.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A difference was that during the Cultural Revolution many schools were closed because education was not considered important. In 1989, education was held in high esteem as the way to modernise China• A difference was that during the Cultural Revolution very few people were educated to degree level. In 1989, private universities were allowed and students were also allowed to travel abroad to get degrees.	

Question	Mark scheme
B4 (b)	<p>Explain TWO causes of the introduction of the Thought Reform Campaign in 1951.</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 the following:</p> <ul style="list-style-type: none"> • A cause was Mao's suspicion of intellectuals whose views differed from his own, particularly those who had been educated abroad • A cause was Mao's concern that some party members were starting to move away from his beliefs and some business people were trying to introduce capitalist ideas • A cause was Mao's desire to build on his suppression of GMD supporters by ensuring that the CCP had full control of the rest of the population. 	

Question	Mark scheme
B4 (c) (i)	<p>How far did opposition to the governments of China change in the years 1911-45?</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 1911 Revolution • Japan. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The 1911 Revolution was a new type of opposition. It began as a mutiny and evolved into a movement which ended the Manchu dynasty and turned China into a republic • The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how ineffective the Chinese government was in allowing itself to be dominated by other nations at Versailles • Communist opposition was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat and, by 1946, open warfare • Before the Japanese invasion of Manchuria in 1931, military opposition to the government was internal. Following the invasion, opposition was external as well. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China • Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese • Throughout the period, until 1937, foreign Concessions continued to threaten the Chinese governments' handling of the economy by their dominance of the eastern seaboard. 	

Question	Mark scheme
B4 (c) (ii)	<p>How far was the attack on landlords in 1950 the most important feature of changes in Chinese agriculture in the years 1949-89?</p> <div data-bbox="456 367 1426 546" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the attack on landlords • Deng's reforms. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • Mao and the CCP had survived the Long March and won the Civil War with peasant support. The peasants expected change and Mao could not have carried out future agricultural reforms without the support which would come from attacking landlords • The landlords were a conservative group who stood in the way of future reform and who did not believe in Communist principles. Mao's destruction of them as a class removed a hurdle to future agricultural reform • The removal of the landlord class enabled Mao to set up mutual aid teams in the countryside where peasants were encouraged to share animals, work and equipment. Almost half of peasants belonged to these teams by the mid-50s. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • From 1953 Mao encouraged mutual aid teams to join together in Agricultural Producers Co-operatives. This boosted food production • From 1956, and later as part of the Great Leap Forward, Mao introduced collectivisation. By 1958 around 700 million Chinese peasants worked in collective farms • After 1979, Deng remodelled collective farms by introducing the 'household responsibility system'. Farmers could rent land from the state and, after meeting their quota, sell extra produce and keep any profit made • Instead of being set targets and made to grow only wheat and rice, Deng recognised that different crops grew better in different areas and allowed farmers to concentrate on the crops which did well in their area • Deng's 1984 Economic and Social Development Plan increased the use of chemical fertilisers and agricultural machinery, thus gradually reducing the amount of farm labour needed. 	

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 reaction of the League of Nations to Japan's invasion of Manchuria in 1931, was similar to the League's reaction to Italy's invasion of Abyssinia in 1935.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A similarity was that both invading countries, Japan and Italy, were labelled as aggressors by the League and told to withdraw• A similarity was that, on both occasions, the League failed to take significant action because the major western powers did not want to damage their own economic or political relations with the invading state.	

Question	Mark scheme
B5 (b)	<p>Explain TWO causes of the success of the United Nations in Mozambique in the years 1990-94.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • A cause was the fact that both the sides fighting in the civil war wanted the UN to send in a peace-keeping force. So the UN had the support of the belligerents • A cause was the high level of organisational skill demonstrated by the UN. It set up ONUMOZ to carry out humanitarian and peace-keeping tasks, with its leader having authority to make quick decisions • A cause was the support of all the major powers for the work of the UN in Mozambique. There was no attempt to undermine the work of the UN for political reasons arising from Cold War tensions. 	

Question	Mark scheme
B5 (c) (i)	<p>How far did the work of the international specialised agencies change in the years 1919-2011?</p> <div data-bbox="456 360 1426 539" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the ILO • UNESCO. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • There was a change with the ILO under the UN going further in trying to ensure that there should be equal opportunities for everybody to get jobs, irrespective of race, sex or religion • Under the UN, the ILO's role increased as it tried to ensure that there was full social security provision for all workers such as unemployment, health and maternity benefits • There was a change in focus of health organisations. AIDS did not exist during the time of the League. WHO focused on collecting evidence and statistics to reduce the effects of the epidemic. In June 2001, the UN global AIDS fund was set up • UNESCO widened the role of the UN, going much further than the 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. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The League's Health Organisation worked to end 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 • Throughout the period there was an emphasis on literacy. The League worked to raise awareness of the importance of education and this was continued by UNESCO in setting up schools and teacher training colleges in developing countries • Both organisations worked to improve working conditions across the world. The League's ILO improved working conditions by encouraging countries to fix a maximum working day and week. This was continued by the UN's ILO. 	

Question	Mark scheme
B5 (c) (ii)	<p>How far was the involvement of the UN in the Korean War the key turning point in the UN's ability to maintain peace in the years 1945-89?</p> <div data-bbox="459 365 1426 544" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Korean War (1950-53) • Namibia (1989). <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The Korean War was the first time that the UN sent forces to restore peace. The UN had successfully stood up to an aggressor and had showed how international co-operation could work • The Korean War saw, for the first time, the use of a process to bypass the use of the veto in the Security Council. The 'Uniting for Peace' resolution enabled the Assembly to organise a special emergency session if the Council did not act • The fact that the UN forces were led by the USA damaged the UN in the eyes of some countries, who now looked upon the organisation as a tool of US foreign policy • The success of the military intervention in Korea led to troops being used again in the future, e.g the UN sent in its own peacekeeping force to protect the Congo's government against rebels and restore political stability. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The UN did not prove entirely effective after Korea, e.g. it had little impact on events in the Middle East where it could not prevent fighting. In June 1967, Israel ignored a UN Security Council ceasefire resolution • Resolution 242 can be seen as the key turning point as it was the first time that the UN made official recognition of a refugee problem in its peacekeeping negotiations with warring states • Namibia can be seen as the key turning point in the UN's history as it helped restore peace and a democratically elected government in an independent Namibia. This confirmed the UN's capabilities after a period of relative failure. 	

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

Question	Mark scheme
B6 (a)	<p>Explain TWO ways in which the influence of terrorism on international conflict before 9/11 was different from the influence of terrorism on international conflict after 9/11.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity).</p>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- A difference was that, after 9/11, there was an increase in the scale of international cooperation against terrorism, e.g. the UN resolution against terror
- A difference was that 9/11 led to more proactive measures against terrorism. Within weeks of 9/11, the USA invaded Afghanistan in an attempt to remove the Taliban from power and clear out Al Qaeda operatives.

Question	Mark scheme
B6 (b)	<p>Explain TWO causes of the use of drones in warfare before 2011.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • A cause was that drones were an effective method of reconnaissance without risk. They could observe enemy positions from a safe height and provide intelligence in helping plan an attack • A cause was that drones could be used for bombing. The US drone, the Reaper, could carry a large weight of munitions and had a substantial range. These drones killed more than 2000 militants in Pakistan before 2011 • Drone strikes were effective in targeting specific combatants. They helped reduce the impact on civilians and damage caused compared to other types of military force, such as large bombs. 	

Question	Mark scheme
B6 (c) (i)	<p>How far did warfare change in the years 1919-45?</p> <div data-bbox="456 360 1428 542" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • submarines • Hiroshima (1945). <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The use of air support helped land warfare to become much swifter. By 1940, Hitler's Blitzkrieg tactics showed the effectiveness of combined arms tactics • The use of aircraft to drop gas during the Abyssinian conflict was a significant development in chemical warfare • Submarines developed from single usage in the First World War to a more effective 'wolf pack' strategy in the Second World War, where they came close to starving Britain into submission • The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness • There was significant development in naval warfare, particularly with the use of aircraft carriers, as seen in the Pacific in the Second World War. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • Throughout the period code-breaking and spying was a feature of warfare • The effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground • Guerrilla tactics remained largely unchanged throughout the period, with guerrilla warfare in the Spanish Civil War little different from what had gone before. 	

Question	Mark scheme
B6 (c) (ii)	<p>How far did the development of the atomic bomb change the nature of international conflict in the years 1945-91?</p> <div data-bbox="456 371 1426 586" 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"> • Hiroshima (1945) • the First Gulf War (1991). <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness • Hiroshima 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 • Hiroshima 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 • There was 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 change was limited may include the following:</p> <ul style="list-style-type: none"> • Wars in this period continued to be fought using conventional weapons, as neither side was prepared to use nuclear weapons because of the possible consequences • Conventional bombing tactics continued, such as the B-52 carpet-bombing during the First Gulf War. The success of campaigns depended on conventional weapons and the use of ground troops as could be seen in the first and second Gulf Wars • Wars continued to depend on land troops, supported from the air, despite the development of the atomic bombs • Guerrilla warfare continued as demonstrated in Vietnam and Afghanistan. 	

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

Question	Mark scheme
B7 (a)	<p>Explain TWO ways in which relations between Israelis and Palestinians before the second Intifada (2000-05) were different from relations between them after the second Intifada.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A difference was that the relations were much more strained. The violence used by Palestinians in the second Intifada created fear in Israeli society and increased distrust of the Palestinians• A difference was that the Israelis adopted a more aggressive and pro-active stance towards the Palestinians after the second Intifada. They reoccupied six Palestinian cities and began building a security fence to keep Palestinians out.	

Question	Mark scheme
B7 (b)	<p>Explain TWO causes of the Israeli victory in the First Arab-Israeli War (1948-49).</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • A cause was the more effective tactics used by the Israelis. They co-ordinated their attacks and moved troops quickly from one part of Israel to another. The Arabs lacked a co-ordinated plan and a single leader to direct the war • A cause was the experience of the Israeli soldiers. Many of them had fought in the British Army in the Second World War, or against it for Irgun. The Arabs lacked this experience • A cause was the Arab countries' underestimation of the Israelis. At the beginning of the war Arab countries did not send their entire armies to fight, thinking victory was assured. Only later did they increase their forces. 	

Question	Mark scheme
B7 (c) (i)	<p>How far did the policies of Britain in the Middle East change in the years 1917-47?</p> <div data-bbox="456 378 1426 600" 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 League of Nations Mandate for Palestine (1922) • Jewish immigration. <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The Balfour Declaration was a change in policy as, before that, the Arabs in Palestine were given the impression that, in return for supporting Britain in the First World War, they would be given independence • In 1939, the British decided that they needed Arab support to secure oil supplies during the increasingly likely war with Germany. The Peel proposals were shelved, suppression stopped and Jewish immigration limited • After the post-war Labour government set strict limits on Jewish immigration, the British found themselves fighting Jewish terrorism by such groups as Irgun. In 1946, the King David Hotel was blown up, killing 91 people • In 1947, public opinion at home, diplomatic pressure from the USA and failure to find a solution led to the British handing back the mandate to the United Nations. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • Throughout the period, the British aim was to establish an efficient administration in the area, which would result in the peaceful co-existence of Arabs and Jews • From the time of the granting of the 1922 Mandate, Britain saw Palestine as an area which must submit to British control and in which it was not prepared to accept opposition, be it from the Arabs or the Jews • A continuing factor through the period was the desire of the British to allow Jewish immigration into the area but to control it, so as to not allow the influx of Jewish settlers to cause a revolt amongst the Arabs. 	

Question	Mark scheme
B7 (c) (ii)	<p>How far were the Camp David Agreements the key turning point in Arab-Israeli relations in the years 1967-93?</p> <div data-bbox="456 331 1428 544" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Six-Day War (1967) • the Camp David Agreements (1978). <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 that there was change may include the following:</p> <ul style="list-style-type: none"> • Camp David was a highly symbolic event, showing the world there was a desire for peace in the Middle East. Begin and Sadat were awarded the 1978 Nobel Peace Prize as a result • The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict • The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • The Agreements were flawed. There was no attempt to agree what the 'legitimate rights' of the Palestinians were. The Palestinians rejected the agreement and the Arab League expelled Sadat as a 'traitor' • Kissinger's shuttle diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war. It led to Egypt and Israel agreeing to settle future disputes by talking rather than fighting • The Six-Day War was a highly important event in that it led to substantial territorial gains for Israel, which became a source of conflict in future years. After the War, displaced Palestinians became a source of guerrilla and terrorist activity • The Yom Kippur War emphasised the strength of Israel's military forces but also saw the beginning of the Arabs' use of the 'oil weapon' to persuade the West to intervene in their struggle against Israel • The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that a permanent peace treaty would be signed after a five-year period of negotiations. 	

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

Question	Mark scheme
B8 (a)	<p>Explain TWO ways in which the treatment of sexual minorities before Section 28 (1988) was different from the treatment of sexual minorities after Section 28 was introduced.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none">• A difference was that, before Section 28, it was permitted for teachers to discuss gay issues with their pupils without fear of censure. After the introduction of Section 28, this was not possible• A difference was, before Section 28, some local authorities had provided funding to promote the teaching of issues around gay rights. Section 28 forbade this as it was considered to be 'promoting homosexuality'.	

Question	Mark scheme
B8 (b)	<p>Explain TWO causes of the changing attitudes to disabled people after the First World War.</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 the following:</p> <ul style="list-style-type: none"> • A cause was the impact on soldiers of serving in the war and witnessing the death and disablement of friends and colleagues. Having a disability no longer seemed so 'unusual' • A cause was the number of disabled soldiers in everyday society both during and after the war. The stigma of being disabled was often replaced with respect and admiration for men having 'done their bit' • A cause was the work of government organisations, volunteer organisations such as the Red Cross and medical teams, such as those led by McIndoe at East Grinstead, who helped integrate disabled soldiers back into society. 	

Question	Mark scheme
B8 (c) (i)	<p data-bbox="448 253 1310 286">How far did the rights of women improve in the years 1918-70?</p> <div data-bbox="456 342 1428 521" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="472 353 1018 387">You may use the following in your answer:</p> <ul data-bbox="520 394 914 461" style="list-style-type: none"> <li data-bbox="520 394 675 427">• the vote <li data-bbox="520 427 914 461">• employment opportunities. <p data-bbox="472 468 1038 501">You must also use information of your own.</p> </div> <p data-bbox="448 557 1393 624">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="568 658 1377 748">A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="201 763 517 797">Marking instructions</p> <p data-bbox="201 808 1409 909">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 data-bbox="201 920 1428 1021">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="201 1077 485 1111">Indicative content</p> <p data-bbox="201 1122 1270 1155">Relevant points that indicate that there was change may include the following:</p> <ul data-bbox="248 1167 1428 1514" style="list-style-type: none"> <li data-bbox="248 1167 1428 1223">• In 1918, women aged 30 and over could vote in general elections. In 1928, this was extended to women aged 21 and over, the same as men <li data-bbox="248 1229 1428 1330">• Opportunities for women increased in the 1944 Education Act, which ensured that all girls completed secondary school and provided a route to professional education in universities or teacher training colleges for some women <li data-bbox="248 1337 1428 1426">• The Sex Disqualification (Removal) Act (1919) enabled women to join the professions, to be on juries and be awarded degrees. Previously, being a woman or married, prevented them from being appointed to a range of professions <li data-bbox="248 1433 1428 1514">• The Equal Pay Act (1970) gave women a right to the same contractual pay and benefits as a man in the same employment, where a man and a woman were doing the same work. <p data-bbox="201 1570 1225 1603">Relevant points that suggest change was limited may include the following:</p> <ul data-bbox="248 1610 1428 1818" style="list-style-type: none"> <li data-bbox="248 1610 1428 1666">• The Tomlin Report found in 1931 that most civil service departments employed no women in senior posts. The Ministry of Defence only employed women as typists <li data-bbox="248 1673 1428 1729">• Until 1946, women had to resign when they married. Women's pay scales were also lower than men's until 1961 <li data-bbox="248 1736 1428 1769">• In 1970, only 30% of first degrees went to women and only 14% of higher degrees <li data-bbox="248 1776 1428 1818">• The Equal Pay Act did not come into force until 1975. In 1970, the average woman's wage was only just over 50% of the average man's wage. 	

Question	Mark scheme
B8 (c) (ii)	<p>How far was government action, in the years 1965-2010, responsible for changes in attitudes towards people of colour?</p> <div data-bbox="456 331 1428 510" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Race Relations Act (1965) • the Stephen Lawrence Case (1993). <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 indicate that there was change may include the following:</p> <ul style="list-style-type: none"> • The 1965 Race Relations Act was the first formal legislation in the UK to protect the rights of people of colour. It outlawed discrimination in public places • The Race Relations Acts of 1968, 1976 and 2000 extended the protection of people of colour to areas of housing, employment and treatment by the police • The 2010 Equality Act introduced protection against discrimination, harassment or victimisation in employment. There were nine protected characteristics, one of which was race. <p>Relevant points that suggest change was limited may include the following:</p> <ul style="list-style-type: none"> • Government action was not always effective. In 1999, the <i>Macpherson Report</i> concluded that the Metropolitan Police force was 'institutionally racist' • Changes in attitudes were the result of the work of pressure groups. After Enoch Powell's River of Blood speech, the NCCL organised an emergency "Speak out on Race" meeting and presented an NCCL petition to the PM • Changing attitudes came as a result of greater familiarity with the culture of immigrants of colour, e.g. the Notting Hill Carnival and media publicity of the excellence of athletes and artists of colour, such as Daley Thomson and Des'ree • Treatment of people of colour also changed as a result of publicity around such cases as that of Stephen Lawrence, who died in a racially motivated attack in 1993 • Changing attitudes in society brought about greater opportunities for people of colour. For example, in 2002, Paul Boateng was appointed a member of Cabinet. 	

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