



## Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE  
In History (4HI1)

Paper 2R: Investigation and Breadth Studies

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## General marking guidance

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

## How to award marks

### Finding the right level

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

### Placing a mark within a level

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

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

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

# Generic Level Descriptors for Paper 2

## SECTION A Question (a)

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

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

## Section A: Question (b)

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

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

### **Section A: Question (c)**

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

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

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

## **Section B Question (a)**

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

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

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

## **Section B: Question (b)**

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

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

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

## **Section B: Question (c)**

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**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.

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

## SECTION A: Historical Investigation

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

Question	Mark scheme
<b>A1 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> Balkan nationalism before 1914 or new weapons used during the First World War.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance**

For example, for Balkan nationalism before 1914:

- Balkan nationalism before 1914 was prominent in those countries that had recently won independence from the Ottoman Empire. In Serbia, nationalists seized power with the overthrowing of King Alexander in 1903
- Balkan nationalists in Bosnia were determined to win their freedom from the Austro-Hungarian Empire. Those involved in the assassination of Franz Ferdinand in June 1914 were Balkan nationalists.

For example, for new weapons used during the First World War:

- New weapons used during the First World War included the use of poison gas. In 1915, Germany first used chlorine gas to break the deadlock on the Western Front
- British Mark I tanks were a new weapon introduced during the Battle of the Somme in September 1916. On the Western Front, both sides used aircraft for reconnaissance and, later, for bombing enemy lines.

<b>Question</b>	<b>Mark scheme</b>
<b>A1 (b)</b>	<p>How far does Source A support the evidence of Source B about the Battle of Jutland? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> 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 Battle saw heavy fighting – Source A refers to 'ferocious fighting' and Source B to 'an intense battle'
- The sources agree that weather conditions during the Battle were difficult – 'Source A refers to them being 'misty' and Source B to 'Visibility' being 'poor'.

Points of difference may include the following:

- Source A states that there were heavy losses on the British side ('1000 men had perished'), whereas Source B claims there were significant casualties on both sides ('the enemies' losses were great.')
- Source B claims that Britain prevailed in the Battle due to the seamen of the Royal Navy being 'better trained' and more 'disciplined' – this is not mentioned in Source A.

Points regarding extent may include the following:

- There is some difference between the sources concerning the losses incurred by the British and the Germans at Jutland
- The sources strongly agree about the nature of the Battle of Jutland and the conditions in which it took place.

Question	Mark scheme
<b>A1 (c)</b>	<p>Extract C suggests that the Battle of Jutland was not a victory for the British.</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><b>Targets: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> 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 Navy suffered significant losses in the Battle, including the major battlecruiser, HMS Queen Mary
- Source B indicates that British losses were sufficient enough for an Admiral to acknowledge publicly his 'deepest regret' for the 'loss of so many men'
- Extract C indicates that Germany switched to other areas of naval warfare as a result of the Battle, which were potentially more damaging to the British cause
- There was considerable disquiet in Britain following the Battle and returning ships were booed by some for their failure to destroy the German Fleet. Soon after, Jellicoe was replaced as commander of the Grand Fleet for his perceived caution.

Relevant points which counter the view may include:

- Source B suggests that the Battle was a victory for the British – despite being 'outnumbered' by a superior force, it claims that the Germans took heavier losses
- Extract C suggests it was a victory for the Royal Navy as the Germans withdrew from the Battle ('given up first...fled.') and the outcome confined the German Navy to port ('chose not to challenge...for the rest of the War')
- Jutland was a success for the British because it neutralised the German High Seas Fleet and protected Britain from invasion. As a result of Jutland, the British blockade of the German coast gradually starved Germany towards submission.

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

Question	Mark scheme
<b>A2 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the influence of Rasputin on the royal family <b>OR</b> the 1917 Decrees.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance**

For example, for the influence of Rasputin on the royal family:

- The influence of Rasputin on the royal family began in 1906 when he started acting as a faith healer on the Tsarevich. Nicholas and Alexander believed that Rasputin could prevent their son from dying from haemophilia
- Rasputin had a strong influence on the Tsarina, who trusted him as an adviser on many matters. During the War, Rasputin influenced the Tsarina and, through her, the Tsar, on the appointment of several senior government ministers.

For example, for the 1917 Decrees:

- The 1917 Decrees were passed by the Bolshevik government, soon after seizing power in the October Revolution. The Decree on Land officially transferred farmland from the ownership of the gentry to the peasants
- The October Decrees were popular among many sections of Russian society. The Decree on Peace called for all countries involved in the First World War to conclude an immediate armistice.

Question	Mark scheme
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about discontent in Russia in 1905? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> 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 workers of St Petersburg were desperate for change in 1905 – in Source A they refer to themselves as 'slaves', while in Source B their petition is described as 'an emotional appeal for justice'
- The sources agree that discontent in Russia in 1905 was due partly to labour matters – Source A refers to them being 'overworked' and Source B to demands for 'an eight-hour working day'.

Points of difference may include the following:

- Source A indicates that discontent in 1905 was focused on 'working and living conditions', whereas Source B mentions that political causes of discontent among the workers ('the election of a *duma*') were more important
- Source A is framed as a reasonable set of requests that should cause 'no disrespect' to the Tsar, whereas Source B describes the petition as 'a daring set of demands'.

Points regarding extent may include the following:

- The sources agree that working and living conditions for the St Petersburg poor were causes of discontent and were driving the people to desperation
- The sources strongly differ about the most important demands of the workers and about the manner in which they addressed themselves to the Tsar.

Question	Mark scheme
<b>A2 (c)</b>	<p>Extract C suggests that the unrest in Russia in 1905 was caused mainly by political factors.</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><b>Targets: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> 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 B suggests that political factors were a cause of the unrest in 1905 with the workers demanding 'democratic freedoms'
- Extract C indicates that political factors were behind the unrest in Russia in 1905 with the 'middle classes' complaining of being excluded from a say in government, and the 'rapid growth in support of revolutionary groups'
- Tsar Nicholas II was firmly wedded to autocracy and would not consider any request to share decision-making with his people. By 1905, demands for political reform were widespread in Russia, from both reformists and revolutionaries.

Relevant points which counter the view may include:

- Source A suggests that unrest in 1905 was mostly caused by economic and social factors ('We seek justice. We are poverty-stricken...')
- Source B suggests that unrest in Russia in 1905 was caused by the heavy-handed actions of the authorities on Bloody Sunday ('hundreds were killed.')
- Extract C indicates that 'unemployment' and defeat in the Russo-Japanese War were causes of unrest in Russia in 1905
- Russia's defeat in the Russo-Japanese War was widely seen as a humiliation by nationalists and focused resentment on the Tsar. There was widespread discontent in the countryside caused by peasant grievances like redemption payments.

### A3: The USA, 1918-41

Question	Mark scheme
<b>A3 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> consumerism in the 1920s <b>OR</b> Roosevelt's policies to deal with agriculture.</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance**

For example, for consumerism during the 1920s:

- Consumerism during the 1920s was a feature of economic prosperity. Many Americans bought new consumer products like radios, household appliances, beauty products and leisure clothing
- Cars were a feature of consumerism during the 1920s. Middle and working-class Americans could afford to buy cars on hire purchase schemes.

For example, for Roosevelt's policies to deal with agriculture:

- Roosevelt's policies to deal with agriculture included the Agricultural Adjustment Act passed in 1933. The Act encouraged farmers to reduce production and raise prices
- The Agricultural Adjustment Administration was responsible for paying government subsidies to farmers suffering poverty. It was criticised for paying farmers to destroy food and for encouraging many to leave the land.

Question	Mark scheme
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about the Ku Klux Klan in the USA during the 1920s? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Points of agreement may include the following:</p> <ul style="list-style-type: none"> <li>The sources agree that Klan members wore uniforms that hid their identity – Source A refers to them 'covering their faces' and Source B to them wearing 'sheets for disguise'</li> <li>The sources agree that Klansmen were involved in acts of crimes and social unrest – Source A states that 'they break the law' and Source B to them stirring up 'trouble'</li> <li>The sources agree that the Klan targeted minorities – Source A states that this was 'those who were not White Protestants like them' and Source B to 'Catholics, Black people and anyone who was foreign-born'.</li> </ul> <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> <li>Source A is negative about members of the Klan ('ignorant...cowardly') and dismisses their claim to be patriots, whereas Source B states that 'Some were very good people'.</li> </ul> <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> <li>The sources differ about the type of people who became members of the Klan during the 1920s</li> <li>The sources strongly agree about the nature of Klan activities and about those that were victims of its intolerance.</li> </ul>	

Question	Mark scheme
<b>A3 (c)</b>	<p>Extract C suggests that the USA was hostile to immigration during the 1920s.</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><b>Targets:</b> <b>AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<b>Marking instructions</b>	
<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>	
<b>Indicative content:</b>	
<p>Relevant points which support the view may include the following:</p>	
<ul style="list-style-type: none"> <li>Source A suggests that the USA was hostile to immigration, with the KKK claiming it was patriotic to be hostile to those who were not WASPs, and seeking to defend the country 'against foreigners.'</li> <li>Source B suggests that Americans were willing to tolerate those among them who were hostile to immigrants ('I knew some members...prejudice against...working in factories.'</li> <li>Extract C indicates that hostility to immigration was borne of fears among many that it threatened the American 'way of life' (including US 'culture and religion')</li> <li>Under popular pressure, Republican presidents like Coolidge were forced into raising restrictions on immigration in the 1920s. The National Origins Act (1924) tightened quotas for particular nationalities and banned immigration from Asia.</li> </ul>	
<p>Relevant points which counter the view may include:</p>	
<ul style="list-style-type: none"> <li>Source A indicates that there were Americans in the 1920s who opposed those who were hostile to outsiders ('We detest the Klan.', 'show them that they are wrong.'</li> <li>Extract C suggests that not all Americans were hostile to immigration with some continuing to defend the nineteenth-century 'Open Door' policy</li> <li>The USA was mostly hostile to immigration from particular areas, e.g. Eastern and Southern Europe. Immigrants from northern Europe, especially Britain, were favoured by the laws passed in the 1920s and were largely welcomed in the USA.</li> </ul>	

## A4: The Vietnam Conflict, 1945-75

Question	Mark scheme
<b>A4 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> the Gulf of Tonkin incident <b>OR</b> the jungle war (1965-68).</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance**

For example, for the Gulf of Tonkin incident:

- The Gulf of Tonkin incident took place in August 1964. A US destroyer, the USS Maddox, was attacked by North Vietnamese torpedo boats while on patrol off the North Vietnamese coast
- A second attack on US forces in the Gulf was reported two days later. President Johnson mentioned these attacks when presenting Congress with the Gulf of Tonkin Resolution, authorising the escalation of US activity in the Vietnam War.

For example, for the jungle war (1965-68):

- The jungle war (1965-68) was characterised by the introduction of large numbers of US soldiers into the Vietnam conflict. US forces were used to combat those of the Vietcong and Vietminh in the remote, jungle areas of South Vietnam
- Jungle warfare in areas like the Central Highlands was known for high temperatures, difficult terrain and guerrilla attacks by the communists. In such areas, the USA could not make its advantages, like air superiority, count.

Question	Mark scheme
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about the attack on My Lai?      Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Points of agreement may include the following:</p> <ul style="list-style-type: none"> <li>The sources agree that the 16 March attack was the third time that US soldiers had attempted to take My Lai and that previous attacks had suffered significant losses</li> <li>The sources agree that the attack on 16 March was a success for the US Army – Source A claims that the attack went 'smoothly' and Source B states that the Viet Cong was driven out of My Lai.</li> </ul> <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> <li>Source A indicates that only enemy combatants were victims in the My Lai raid ('128 Viet Cong were killed') whereas Source B indicates that 'many women and children were shot.'</li> <li>Source A states that the attack on My Lai captured 'enemy guns and documents' but this is not mentioned in Source B.</li> </ul> <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> <li>The sources differ about those killed during the raid on My Lai and about My Lai's role as a base for the Viet Cong</li> <li>The sources strongly agree that the attack on My Lai was considered a success by the US Army after two previous failed attempts to neutralise the village.</li> </ul>	

Question	Mark scheme
<b>A4 (c)</b>	<p>Extract C suggests that the My Lai massacre did not seriously damage the USA's war effort.</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><b>Targets: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<b>Marking instructions</b>	
<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>	
<b>Indicative content:</b>	
<p>Relevant points which support the view may include the following:</p>	
<ul style="list-style-type: none"> <li>• Sources A and B indicate that the US Army attack on My Lai was a success that did not weaken the US war effort</li> <li>• Source A suggests that the attack on My Lai captured weapons and documents that benefitted the US war effort</li> <li>• Extract C indicates that, by the time that the news of My Lai had been uncovered, Nixon had already decided on 'Vietnamisation' and that many in the USA 'sympathised' with the soldiers fighting in Vietnam</li> <li>• News of the massacre was suppressed for eighteen months by the Army and the media. Many Americans believed that Charlie Company had acted appropriately, given the nature of their situation, and continued to support the war.</li> </ul>	
<p>Relevant points which counter the view may include:</p>	
<ul style="list-style-type: none"> <li>• Source B suggests that many innocent people were killed by US soldiers in My Lai, undermining the claim that the Americans were the 'good guys' in Vietnam</li> <li>• Extract C indicates that the My Lai massacre undermined the morale of those still fighting and further strengthened the anti-war movement in the United States</li> <li>• The murder of unarmed civilians eventually received widespread media coverage, questioning the very purpose of US involvement in Vietnam. As a result of My Lai, Nixon came under increasing international pressure to stop the war.</li> </ul>	

## A5: East Germany, 1958-90

Question	Mark scheme
<b>A5 (a)</b>	<p>Describe <b>TWO</b> features of <b>EITHER</b> state visits (1969-87) <b>OR</b> border openings with Hungary and Austria (1989).</p> <p><b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance

For example, for state visits:

- State visits, by GDR politicians abroad or by welcoming foreign representatives to the GDR, represented international recognition for East Germany. They showed, at home and internationally, that the GDR was a separate and independent state
- In 1971, FRG Chancellor Willy Brandt visited the GDR. As leader of the GDR, Honecker visited many states in the 1970s and 80s, including some in the West, e.g. Austria and Italy.

For example, for border openings with Hungary and Austria (1989):

- Border openings with Hungary and Austria began in the early summer of 1989. Hungary reformed its communist system and opened its borders with the West
- Hungary shared a land border with both the GDR and Austria. The dismantling of Hungary's border allowed many thousands of East Germans leave the GDR, and to claim West German passports.

<b>Question</b>	<b>Mark scheme</b>
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about life for women in work in the GDR? Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Points of agreement may include the following:</p> <ul style="list-style-type: none"> <li>• The sources agree that the government was committed to encouraging women into work – Source A refers to 'plans' intended to facilitate this and Source B indicates that working women were 'entitled' to benefits to help them in work</li> <li>• The sources agree that the home life of working women in the GDR was a concern of the government – Source A states that 'living conditions' should be improved and Source B mentions time off for 'housekeeping'.</li> </ul> <p>Points of difference may include the following:</p> <ul style="list-style-type: none"> <li>• Source A states that that managers should be supportive of women in work in the GDR ('promote the skills'), whereas Source B suggests that some were not ('didn't look very enthusiastic.')</li> <li>• Source A suggests that women in work should be actively encouraged towards positions of responsibility ('managerial positions.'), whereas Source B suggests that this did not always happen ('boring job...overqualified.').</li> </ul> <p>Points regarding extent may include the following:</p> <ul style="list-style-type: none"> <li>• The sources agree that it was the policy of the government to help women in the GDR into work and while in work</li> <li>• The sources strongly disagree that official policy was matched by the attitude of some managers towards working women.</li> </ul>	

<b>Question</b>	<b>Mark scheme</b>
<b>A5 (c)</b>	<p>Extract C suggests that the SED made little progress towards equality for women in the GDR.</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><b>Targets: AO3 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>AO4 (6 marks)</b> 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, as late as 1977, almost thirty years after the SED took power, compulsory plans were necessary to assist women workers in the GDR
- Source B suggests that many male managers in the GDR did not believe that women, especially those with small children, were as important to the workforce as men, whatever their qualifications ('engineer')
- Extract C indicates that women were unrepresented at the highest levels of the SED government, suggesting that even the Party apparently attempting to bring about gender equality did not practise what it preached
- The SED's policy was driven more by the need for labour than it was for the principle of equal rights. Because of ingrained male attitudes, many women were still expected to shoulder the 'dual burden', no matter what the Family Code said.

Relevant points which counter the view may include:

- Source A suggests that the SED was serious about gender equality, insisting on the full participation of women in the drawing up of plans and clear means in the plans for measuring progress
- Source B indicates that women in the GDR were confident enough to insist upon their rights under the law and that they were largely satisfied ('I was very happy and grateful.')
- Extract C suggests that the GDR compared favourably with other European countries when it came to rights for women ('generous benefits...the highest rates of female employment.')
- By the 1980s, women in the GDR enjoyed rights that were far in advance of many other countries, even in the West. As well as equal education and training, the GDR also had some of the most liberal laws concerning contraception and divorce.

## **SECTION B: Breadth Studies in Change**

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

<b>Question</b>	<b>Mark scheme</b>
<b>B1 (a)</b>	<p>Explain <b>TWO</b> ways in which relationships between the US government and Native Americans in 1803 were different from relationships between the US government and Native Americans in 1849.</p> <p><b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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 relationship changed as the government could no longer claim to be respecting Native American rights. The Indian Removal Act was the first major legislation transgressing their legal and political rights
- A difference was that relations were no longer built on trust; enforced migration of Native Americans from the time of the Trail of Tears reinforced the Native Indian belief that the US government supported the forceful annexation of native lands

Question	Mark scheme
<b>B1 (b)</b>	<p>Explain <b>TWO</b> causes of the failure of Custer's Last Stand (1876).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### **Marking instructions**

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

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

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

### **Indicative content:**

Relevant points may include the following:

- A cause was Custer not following orders. His orders were to locate the Sioux encampment and wait for reinforcements but instead Custer launched a surprise attack
- A cause was that Custer's forces were heavily outnumbered. Custer did not realise that he was facing a force of three thousand Sioux warriors
- A cause was Custer's decision to force-march his men through the mountains. His troops and horses were exhausted before the battle started.

Question	Mark scheme
<b>B1 (c) (i)</b>	<p>How significant was Jefferson's Presidency in attempts to increase the role of the Federal Government in the years 1783-1809?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Constitutional Convention (1787)</li> <li>• Jefferson's Presidency.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points that indicate that Jefferson's Presidency was significant may include the following:</p> <ul style="list-style-type: none"> <li>• Jefferson's plans for interstate roads and military power concentrated at West Point served to boost the power of federal government</li> <li>• During Jefferson's second term, a series of federal trade embargoes, e.g. British imports, dealt a blow to States' Rights. To counter any European retaliation, Congress granted Jefferson power to raise a federal standing army</li> <li>• The Louisiana Purchase significantly increased the role of the federal government by increasing territory it administered.</li> </ul> <p>Relevant points that indicate that Jefferson's Presidency was not significant may include the following:</p> <ul style="list-style-type: none"> <li>• Under Jefferson's direction, the Republican-dominated Congress repealed the Judiciary Act of 1801. This weakened federal government powers to appoint new judges and dozens of other federal law enforcers</li> <li>• The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government</li> <li>• There was an increase in powers, as the introduction of the first National Bank in 1791 further extended the powers of the federal government</li> <li>• The Presidency of Adams was significant in increasing power, as the Alien and Seditions Acts extended the powers of the president to arrest and deport foreign nationals.</li> </ul>	

Question	Mark scheme
<b>B1 (c) (ii)</b>	<p>How significant was the Reconstruction Act (1867) in changing relations between the Northern and Southern States of the USA in the years 1850-77?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Dred Scott Case (1857)</li> <li>• the Reconstruction Act (1867).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that the Reconstruction Act was significant may include the following:

- The Reconstruction Act of 1867 temporarily divided the South into five military districts and forced the South to accept universal male suffrage, thus showing the 'victory' of the North over the South
- The Act required Southern states to ratify the 14th Amendment, granting equal protection under the constitution to formerly enslaved people before they could rejoin the Union. This angered many hardline Southerners
- The Act led to Southern reaction in the form of Black Codes and white supremacist groups, such as the Ku Klux Klan. Such actions increased tension between North and South.

Relevant points that indicate that the Reconstruction Act was not significant may include the following:

- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South it was strongly supported
- After the Kansas-Nebraska Act, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted and the differences between the largely pro-slavery South and anti-slavery North were emphasised
- The Dred Scott decision had the effect of widening the political and social gap between the North and South and took the nation closer to the brink of Civil War
- The Civil War emphasised that the differences between the North and South could not be resolved and the fighting led to long-term resentment between them
- The economic impact of the Civil War led to long-term poverty in areas of the South and further embittered Southern politicians, who blamed the North for the problems.

## **B2: Changes in medicine, c1845–c1945**

<b>Question</b>	<b>Mark scheme</b>
<b>B2 (a)</b>	<p>Explain <b>TWO</b> ways in which nursing in 1848 was different from nursing in 1860.</p> <p><b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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 in 1845 nurses were untrained. By 1860, Florence Nightingale had published her Notes on Nursing and set up a training school for nurses
- A difference was the environment in which nurses worked. As a result of the work of Florence Nightingale and her books on hospital design, there was more ventilation, personal cleanliness and responsibility for patient care.

Question	Mark scheme
<b>B2 (b)</b>	<p>Explain <b>TWO</b> causes of the dangers in surgery in 1848.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

**Marking instructions**

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

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

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

**Indicative content:**

Relevant points may include the following:

- One danger was the inability to control pain effectively during operations. Anaesthetics were new and carried serious risks
- A danger was the risk of blood loss. Without effective anaesthetics, operations had to be completed as quickly as possible and, apart from the normal loss of blood, arteries were sometimes cut in error. Tourniquets were an inefficient way of stopping bleeding
- A danger was the risk of infection. In 1848, there was little understanding of the cause of infection and the re-use of unsterilised equipment brought about deaths through infection. When patients became infected, there were no effective drugs to treat them.

Question	Mark scheme
<b>B2 (c) (i)</b>	<p>How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1860-1914?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Elizabeth Garrett</li> <li>• Marie Curie.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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

### **Indicative content**

Relevant points that indicate that Elizabeth Garrett was significant may include the following:

- Garrett completed a course of medical training and became officially qualified to practise medicine by becoming a member of the Society of Apothecaries, setting an example for other women
- Garrett's founding of a hospital for women in London showed that women could take a leading role in hospital medicine
- Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors.

Relevant points that indicate that Elizabeth Garrett was not significant may include the following:

- Garrett's influence was not enough to prevent Sophia Jex-Blake and four other women being forced to leave Edinburgh Medical School because of complaints from male students
- Garrett's influence was undermined by the fact that the Society of Apothecaries immediately changed its rules after admitting her to ensure no other women could qualify as doctors in the same way
- Other women, such as Sophia Jex-Blake and Elizabeth Blackwell, were important, as they also obtained degrees abroad, showing that other women had the capabilities to qualify
- The government had a role to play, as an 1876 Act of Parliament said universities and medical societies should admit women and allow them to qualify as doctors
- Marie Curie's work on radiation enabled cancer tumours to be shrunk using radium, which was a breakthrough in medical treatment and showed the value of women in medical research, as did her award of the Nobel Prize in 1911.

<b>Question</b>	<b>Mark scheme</b>
<b>B2 (c) (ii)</b>	<p>How far was success in the fight against infection the most significant development in medical treatment in the years 1920-48?</p> <div style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• the fight against infection</li><li>• the NHS.</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### **Marking instructions**

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

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### **Indicative content**

Relevant points that indicate that success in the fight against infection was significant may include the following:

- The work of Fleming, Florey and Chain resulted in the development of penicillin, which proved highly effective in fighting infection
- The success of penicillin in the Second World War led to it being manufactured and used widely in general medical care, where it saved many lives
- The research undertaken into penicillin enabled scientists to develop other effective drugs, such as streptomycin, which is effective against tuberculosis
- In 1935, the magic bullet, Prontosil, was developed and this formed the basis for future sulphonamide drugs.

Relevant points that indicate that success in the fight against infection was not significant may include the following:

- The need during the Second World War for blood supplies led to the improvement of the blood transfusion service
- In 1940, the Ministry of Health introduced a programme of mass immunisation against diphtheria. This set the pattern for a later comprehensive programme of childhood immunisation
- The work of McIndoe with the 'Guinea Pig Club' led to significant development in plastic surgery and treatment of burns was improved by more effective methods of skin grafting
- The NHS provided universal health care for all, free at the point of access, which was a huge change in medical provision.

## **B3: Japan in transformation, 1853–1945**

<b>Question</b>	<b>Mark scheme</b>
<b>B3 (a)</b>	<p>Explain <b>TWO</b> ways in which Japan before the Perry Mission in 1853 was different from Japan after the Perry Mission.</p> <p><b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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, after 1853, Japan developed stronger relations with the West after Perry's enforced opening up of Japan to Western trade
- A difference was that, as a result of Perry Mission, the Tokugawa shogunate lost respect and was seen as weak and indecisive because of its uncertainty over how to respond to Perry's demands.

Question	Mark scheme
<b>B3 (b)</b>	<p>Explain <b>TWO</b> causes of Japan's return to military dictatorship in the 1930s.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

**Marking instructions**

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

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

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

**Indicative content:**

Relevant points may include the following:

- A cause was the belief that there were 'hotheads' within the military who could only be contained by having the military in control
- A cause was a growing fear of Communism and Marxism, and a belief that only strong military government could protect Japan from them
- A cause was the growing acceptance that Japan's operations in Manchuria and desire to set up an overseas empire meant that a war with the West was inevitable. So the military holding power seemed appropriate.

Question	Mark scheme
<b>B3 (c) (i)</b>	<p>How significant was the Anglo-Japanese Alliance (1902) in changing relations between Japan and the West in the years 1895-1919?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Anglo-Japanese Alliance</li> <li>• the First World War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that the Anglo-Japanese Alliance was significant may include the following:

- The Anglo-Japanese Alliance in 1902 was important in showing Japan as a world power because it was the first time Japan had been recognised as an equal nation by the West
- The treaty was significant because it led to Japan quickly joining the First World War on Britain's side in August 1914
- The treaty meant that relations with Britain strengthened as both countries worked together to prevent Russian expansionism in the Far East
- The treaty prevented Japan from having to go to war with France in the Russo-Japanese War. Although France was an ally of Russia, the French did not provide military support as Britain persuaded it not to join in
- As a result of the treaty, Britain gave support to Japan in the Russo-Japanese war by intercepting communications, decoding them and forwarding them to the Japanese.

Relevant points that indicate that the Anglo-Japanese Alliance was not significant may include the following:

- The Russo-Japanese War was the first victory of an Asian nation over a Western power and gave Japan confidence to expand and increased respect in the West
- Japan won the respect of the West through the capability of its navy in the First World War. It participated in a number of joint naval operations with Britain and contributed to convoy duties in the eastern Mediterranean
- The Treaty of Versailles showed Japan was accepted in the West as a world power, as it received the German concessions in China in Shandong. Japan now had a major foothold in China.

Question	Mark scheme
<b>B3 (c) (ii)</b>	<p>How far did Japanese society change in the years 1895-1929?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Taisho Democracy</li> <li>• censorship.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that there was change may include the following:

- In the Taisho Democracy, a greater openness and desire for representative democracy took hold. Literary societies, mass-audience magazines, and new publications flourished. There was a thriving music, film, and theatre sector
- After 1923, there was increased conflict between rich and poor. Government reconstruction after the 1923 earthquake shook society as it drained the economy. This favoured the rich, as big corporations exploited the disaster
- Japanese society became more compliant and more fearful of attacking the inequitable system of private property. The Public Security Preservation Law (1925) virtually eliminated freedom of the press, free speech and assembly.

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

- Throughout the period, Japanese society remained elitist, with deference to the Emperor and the perfect woman still considered as a 'good wife, wise mother'
- During the period, attempts to achieve equality were generally resisted by right-wing politicians and militarists. After the Election Law, wealthy men continued to dominate politics
- Basic freedom continued to be restricted. The censorship that existed in 1895 and the lack of academic freedom still existed in 1929.

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

<b>Question</b>	<b>Mark scheme</b>
<b>B4 (a)</b>	<p>Explain <b>TWO</b> ways in which the lives of agricultural workers in China in 1949 were different from their lives in 1963.</p> <p><b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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, by 1963, they worked under a completely different system. Agriculture had been collectivised and the majority of Chinese farms were run by communes instead of held by landlords or peasants
- A difference was that their lives became more difficult. They lost the right to grow whichever crops they wanted and the failures of collectivisation meant that many peasants were short of food in the 1960s.

Question	Mark scheme
<b>B4 (b)</b>	<p>Explain <b>TWO</b> causes of the formation of the United Front in 1923.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p><b>Marking instructions</b></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><b>Indicative content:</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• A cause was the desire by both the Communists and the Nationalists to defeat the warlords and establish greater control by central government in China</li> <li>• A cause was Sun's desire for Soviet support and aid. After an agreement with the Soviet Union in 1923, he responded positively to its suggestions that the GMD and CCP working together could complete the 'revolution' in China</li> <li>• A cause was the Soviet Union's desire to promote the CCP in China. It persuaded the CCP to join with the GMD, knowing this would help it gain broader support and hoping it would eventually take over from the GMD.</li> </ul>	

Question	Mark scheme
<b>B4 (c) (i)</b>	<p>How far were Chiang Kai-shek's mistakes during his rule (1925-49) the reason for the increased strength of the Chinese Communist Party in these years?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Chiang Kai-shek's mistakes</li> <li>• the Battle of Huai-Hai (1948-49).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that Chiang Kai-shek's mistakes were significant may include the following:

- Chiang was a poor military leader who was not prepared to delegate authority to those in his army who did have military capabilities, so the CCP was able to take advantage
- Chiang's policies caused opposition. He failed to introduce measures to help the peasants and the GMD became seen as an elitist party. So, the CCP was able to win peasant support
- Chiang insisted on sending troops into Manchuria before he controlled the rest of north-east China. He could not supply his troops and lost half a million men in Manchuria, making it easier for the CCP to win the civil war
- Chiang handled the economy poorly. He printed money to finance his government and caused inflation. This lost him the support of the middle classes, whose savings declined in value.

Relevant points that indicate that Chiang Kai-shek's mistakes were not significant may include the following:

- The Long March resulted in the survival of the Communists in China and provided propaganda for the CCP to rally support
- The Communists won support from the peasants because they treated them with respect and introduced land reform during the Civil War
- The Communists won support during the war against Japan because of the skilful tactics of the Red Army. Mao claimed it was the Communists who won the war
- The Battle of Huai-Hai broke the strength of Chiang's forces and opened up central China to the CCP. It also resulted in the decision of the USA to stop funding the GMD.

Question	Mark scheme
<b>B4 (c) (ii)</b>	<p>How far was the Cultural Revolution the most significant government policy in bringing about change in Chinese society in the years 1965-89?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Cultural Revolution</li> <li>• westernisation under Deng.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points that indicate that the Cultural Revolution was significant may include the following:</p> <ul style="list-style-type: none"> <li>• The Cultural Revolution brought a major change in family life. Young people were taught to revere Mao and the party ahead of their parents – even reporting them if they seemed to be revisionist</li> <li>• The Cultural Revolution had a major impact on education. The 1982 census showed that only about 1% of the population had a degree and only one third of children had attended school up to the age of 12</li> <li>• Religion was identified as one of the 'Four Olds' in the Cultural Revolution. Public worship was banned and clergy sent to prison camps</li> <li>• For young people, the 'up to the mountains and down to the villages' campaign brought a huge change. Millions of urban young found themselves working in rural communes.</li> </ul> <p>Relevant points that indicate that the Cultural Revolution was not significant may include the following:</p> <ul style="list-style-type: none"> <li>• The changes brought about by the Cultural Revolution were not uniform and applied much less in the countryside. For example, religious practices proved very difficult to wipe out</li> <li>• Deng's education reforms had a major impact, with an increase in the number of students attending university or studying overseas</li> <li>• Deng's policy of westernisation led to an adoption of western ideas and culture by many young Chinese. Western hairstyles, clothes and music became more common.</li> </ul>	

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

<b>Question</b>	<b>Mark scheme</b>
<b>B5 (a)</b>	<p>Explain <b>TWO</b> ways in which the approach of the League in promoting health was similar to the approach of the UN in promoting health.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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 similarity was that both organisations tried to promote health through international co-operation. Regular meetings and conferences were held at which member states discussed world health issues and possible solutions
- A similarity was that both organisations promoted health through special commissions. The League had commissions for health, drugs and children's welfare. The UN had WHO, UNICEF and FAO.

<b>Question</b>	<b>Mark scheme</b>
<b>B5 (b)</b>	<p>Explain <b>TWO</b> causes of the UN's involvement in the Bosnia Crisis (1992-95).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

**Marking instructions**

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

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

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

**Indicative content:**

Relevant points may include the following:

- The UN became involved in Bosnia because there was bitter fighting between Muslims, Serbs and Croats. It was part of the UN's mandate to try to maintain peace
- The UN became involved because the fighting led to ethnic cleansing and crimes against humanity. It was important for the UN to step in as an international approach was needed to try to prevent the atrocities
- The UN became involved in Bosnia because UNPROFOR was already working in the newly-independent Croatia and was well placed to support humanitarian relief in Bosnia.

Question	Mark scheme
<b>B5 (c) (i)</b>	<p>How far was the lack of an army the main reason for the growing failure of the League to maintain peace in the years 1919-39?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the lack of an army</li> <li>• Manchuria (1931-33).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that lack of an army was significant may include the following:

Relevant points that indicate that there was change may include the following:

- The lack of an army led to a lack of respect for the League. Knowing that no military action would be taken against them emboldened aggressors, such as Italy and Japan
- The lack of an army meant that the League was unable to take immediate action to prevent aggression. When Italy invaded Abyssinia the League imposed sanctions but these could not take immediate effect to stop the invasion
- The lack of an army meant that the League had to rely on carrying out economic sanctions to stop aggression. The Abyssinian crisis showed that some member states were reluctant to do this if it harmed their own interests.

Relevant points that indicate that lack of an army was not significant may include the following:

- It was the lack of involvement of the USA that made the League weak, e.g. Manchuria, where the USA did not favour strong action against Japan in case it damaged trade
- Other powers, such as Germany, Japan, the USSR and Italy, all withdrew from the League in the 1930s thus weakening its ability to enable disarmament to work
- The weak and slow reaction of the League to the Japanese invasion of Manchuria showed that it lacked the motivation and organisation to take effective action against aggressors
- The Hoare-Laval Pact showed the reluctance of France and Britain to put international interests ahead of their own. This weakened the League and displayed the self-interest of the Great Powers.

Question	Mark scheme
<b>B5 (c) (ii)</b>	<p>How far was the Yom Kippur War the key turning point in the UN's involvement in the Middle East in the years 1947-73?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the UN's role in Palestine (1947-49)</li> <li>• the Yom Kippur War (1973).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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### Indicative content

Relevant points that indicate that the Yom Kippur War was the key turning point may include the following:

- The Yom Kippur War was a turning point because it showed that the UN was ineffective in the Middle East. The UN had been striving for peace in the region for many years but Arab forces ignored these efforts and attacked Israel
- The war showed the UN's lack of ability to end conflict. The October 1973 Resolution 338 calling for a ceasefire was rejected without consideration by the Israelis. This had not been the case with previous resolutions
- The war showed that it was the involvement of the major powers that really mattered in the region. The deals to end the fighting were negotiated by US Secretary of State, Henry Kissinger.

Relevant points that indicate that the Yom Kippur War was not the key turning point may include the following:

- The UN role in Palestine was extremely important. It proposed the partition into two states and accepted Israel into the UN. Following the 1948 war, UNRWA was set up and its work continued throughout the period
- The 1948 war was the first time that the UN set up a peacekeeping force, which was to be a central element of its work in the Middle East and elsewhere
- The Six Day War was important because it reinforced the idea that the UN had an important role in the region in dealing with humanitarian affairs. Ten more refugee camps were opened to add to those set up in 1948.

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

Question	Mark scheme
<b>B6 (a)</b>	<p>Explain <b>TWO</b> ways in which warfare in 2011 was different from warfare in 2000.</p> <p><b>Targets:</b> <b>AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was the increased use of surgical air strikes instead of carpet bombing, as in Iraq in 2003. Such strikes resulted in damage largely restricted to the intended legitimate military target, rather than nearby buildings or civilians</li><li>• A difference was the increased use of drones. Drone strikes in Pakistan were carried out after 2004 to target the leaders of terrorist organisations.</li></ul>	

Question	Mark scheme
<b>B6 (b)</b>	<p>Explain <b>TWO</b> causes of the use of guerrilla warfare in Afghanistan in the fighting against the Soviet Union in the years 1979-89.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### **Marking instructions**

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

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

### **Indicative content:**

Relevant points may include the following:

- A cause was the nature of the terrain in Afghanistan. The mountainous terrain suited fighting by ambush and sabotage
- A cause was the disparity between the various armed forces. Those from the Soviet Union were conventionally trained and had superior technology, so the local forces could not take them on in major battles
- A cause was that fact that the local forces had the support of the rural inhabitants of Afghanistan. That made it easy for them to carry out guerrilla activities and then integrate themselves into the local community.

Question	Mark scheme
<b>B6 (c) (i)</b>	<p>How far did sea warfare change in the years 1939-82?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• aircraft carriers</li> <li>• submarines.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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### Indicative content

Relevant points that indicate that there was change may include the following:

- The use of aircraft carriers became much more significant during the Second World War, e.g. the Battle of the Coral Sea
- There was a development in the use of submarines from those that fired torpedoes in the Second World War to those that could fire nuclear missiles
- In the Falklands War there was a move away from the use of aircraft carriers to provide a base for helicopters and back to the old strategy of using them for fighter planes
- Naval warfare developed from 'at sea' fighting in the early part of the Second World War to 'bases for attacking sea or land' during the war and deterrent after the war, with development of nuclear submarines.

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

- Naval warfare continued to be important in protecting supply lines, as seen in the Second World War, e.g. food into the UK, US supplying the UK, convoys to the Soviet Union, but also in the Falklands War
- Navies also continued to be important for troop movement, e.g. North Africa in the Second World War, troops to the Falklands
- Warfare continued to be about firing offensive weapons from submarines and surface vessels
- The role of destroyers remained largely the same, to provide escort for both civilian merchant and passenger ships and naval vessels in theatres of war.

Question	Mark scheme
<b>B6 (c) (ii)</b>	<p>How far did aerial warfare change in the years 1935-75?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Italian invasion of Abyssinia (1935)</li> <li>• conflict in Vietnam.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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### Indicative content

Relevant points that indicate that there was change may include the following:

- The development of aircraft and explosives allowed aerial bombardments to be used in Abyssinia and the Spanish civil war with high numbers of civilian casualties resulting, e.g. Guernica
- The technological development that allowed planes to be faster, more mobile and have a wider range allowed Blitzkrieg tactics to be effective and have a significant impact on civilians
- The way in which bombs were delivered to their targets changed. At the start of the Second World War, manned planes were used to drop bombs. Later in the war and after, guided missiles were developed to deliver bombs remotely
- During the Vietnam War, Search and Destroy tactics were used, which showed the development of helicopters as a weapon of war.

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

- Blitzkrieg tactics that were developed during the Second World War were used with similar success in the Six-Day War
- Aerial warfare was consistently used to disrupt industry and communications
- A consistent theme was the inability of air power alone to win wars, as evidenced in the Second World War and in Vietnam, where air superiority was quickly achieved but ground operations were still required.

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

Question	Mark scheme
<b>B7 (a)</b>	<p>Explain <b>TWO</b> ways in which Arab attitudes towards the British in Palestine before the Peel Commission (1936) were different from Arab attitudes towards the British after the Peel Commission.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"><li>• A difference was that Arab suspicion of the British intensified. Many Arabs believed the British favoured the Jewish people in the region and resented Peel's suggestion that land should be given to them, particularly as it included the most fertile areas</li><li>• A difference was that the simmering resentment of the British turned to violence. The Arab Revolt of 1937-39 resulted in the deaths of 250 British soldiers.</li></ul>	

Question	Mark scheme
<b>B7 (b)</b>	<p>Explain <b>TWO</b> causes of the British withdrawal from Palestine in 1948.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

**Marking instructions**

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

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

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

**Indicative content:**

Relevant points may include the following:

- A cause was the changing political atmosphere in Britain. The Second World War had left Britain in debt and with an increasing desire to withdraw from its colonies and overseas obligations. The British resented the loss of their soldiers in Palestine
- A cause was the difficulty of the task. Since taking on the Mandate, the British had tried to find a solution to what was becoming an increasingly insoluble problem. The British wanted to hand responsibility back to the UN and leave it to find a solution
- A cause was the bombing of King David Hotel in July 1946. This was the headquarters of the British administration and the deaths and damage caused outrage in Britain and helped convince many that it was time to give up the Mandate.

Question	Mark scheme
<b>B7 (c) (i)</b>	<p>How far was the Six-Day War (1967) the key turning point in Israel's relationship with its neighbours in the years 1948-73?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Suez Canal (1956)</li> <li>• the Six-Day War (1967).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that the Six Day War was the key turning point may include the following:

- The Six-Day War led to Israel enlarging its territory by 350% and to the creation of the occupied territories, which provided a buffer zone of protection between Israel and its neighbours
- The war seriously weakened Egypt, reducing Israeli fears about future attack. Nasser was humiliated and Egypt's economy was hit by the closure of the Suez Canal
- The war was a huge victory for Israel but it created a future problem with its neighbours. Egypt, Syria and Jordan did not accept Israel's right to exist and were determined to fight to regain the occupied territories
- One million Palestinians living in the West Bank and Gaza came under Israeli control. Around 300 000 fled to refugee camps where resentment grew and led to an increase in the membership of movements fighting Israel.

Relevant points that indicate that the Six Day War was not the key turning point may include the following:

- In the 1948 war, Israel had survived attempts by its Arab neighbours to wipe it out. This gave it greater confidence in defending itself in the future. It had also created a refugee problem which would be the source of future discord
- Nasser's accession to power in Egypt led to a much more determined stance against Israel, with his focus on Arab nationalism
- The Suez Crisis of 1956 led to greater involvement of the Superpowers in the Middle East. This led to greater funding for arms and greater polarisation of Israel and its neighbours
- The early victories for the Arabs in the Yom Kippur War gave them greater confidence to adopt more aggressive tactics in their struggle.

Question	Mark scheme
<b>B7 (c) (ii)</b>	<p>How far were changes in the Middle East peace process, in the years 1973-2003, the result of US intervention?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Kissinger</li> <li>• the Oslo Peace Accords (1993).</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets:</b> <b>AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that US intervention was significant may include the following:

- 'Shuttle Diplomacy' by US Secretary of State Henry Kissinger in 1974-75 was responsible for encouraging the heads of government of Israel and Egypt to visit each other's countries and engage in a peace process
- President Carter's Camp David peace initiative (1978) encouraged a more focused and comprehensive resolution of disputes between Israel and the Arab countries and a search for an agreement between Israel and Egypt
- The Roadmap for Peace called for an independent Palestinian state living in peace with the Israeli state. Bush was the first US President to explicitly call for such a Palestinian state. This changed the peace process.

Relevant points that indicate that US intervention was not significant may include the following:

- Sadat startled the world in 1977 by announcing his intention to address the Knesset in Jerusalem. This personal initiative went against the intentions of the USA, which were to revive the Geneva Conference
- The USA could not change the peace process because it failed to include Jordan, and could not convince Begin and Sadat to conclude a deal because of their domestic opposition
- Carter's Camp David framework for peace did not bring effective change because the UN rejected it, as the agreement was concluded without the participation of the UN and PLO
- Following the Oslo Accords, Shimon Peres dealt with controversy over Israeli settlement construction at the request of the USA, but his successor Netanyahu continued construction. The USA had been unable to change the peace process
- The Oslo process ended after the failure of the Camp David Summit in 2000 and the outbreak of the Second Intifada, suggesting that the USA was powerless to change the peace process.

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

Question	Mark scheme
<b>B8 (a)</b>	<p>Explain <b>TWO</b> ways in which attitudes towards sexual minorities in 2010 were different from attitudes towards sexual minorities in 1988.</p> <p><b>Targets: AO1 (2 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> 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 Section 28 suggested that in 1988 there was a concern in government circles that homosexuality was being encouraged in schools and the media. In 2009 the leader of the Conservative Party apologised for this measure
- In 1988, there was still a need to educate the public at large about sexual minorities. By 2010 the work of organisations, such as the LGBT Foundation had increased understanding and created a more tolerant attitude towards minorities.

<b>Question</b>	<b>Mark scheme</b>
<b>B8 (b)</b>	<p>Explain <b>TWO</b> causes of the Sex Disqualification (Removal) Act (1919).</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>

### **Marking instructions**

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

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

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

### **Indicative content:**

Relevant points may include the following:

- A cause was the desire to increase opportunities for women. The Act enabled women to join the professions, sit on juries and be awarded a degree
- A cause was the gaining of the vote by women in 1918 which opened the door to further reforms to remove inequality
- A cause was the recognition of the contribution made by women in the First World War, making continued disqualification untenable.

Question	Mark scheme
<b>B8 (c) (i)</b>	<p>How far was the women's strike at Dagenham (1968) the key turning point in the fight for women's equality in the years 1944-75?</p> <div data-bbox="446 390 1319 557" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Butler's Education Act (1944)</li> <li>• the women's strike at Dagenham (1968).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points that indicate that the women's strike was the key turning point may include the following:

- The Dagenham strike was important as it publicised the unfair treatment of women. After support from the Secretary of State for Employment, Barbara Castle, the women were compensated with a fair pay increase
- Working women throughout the U.K. benefited from the women's strike at Dagenham, which was a precursor to the Equal Pay Act of 1970. The law made it illegal to have separate pay scales for men and women based on their sex
- Inspired by the example of the machinists, women trade unionists founded the National Joint Action Campaign Committee for Women's Equal Rights, which campaigned against inequality.

Relevant points that indicate that the women's strike was not the key turning point may include the following:

- Even before the Dagenham strike, the Labour Party had been committed to increasing opportunities for women in employment
- The 1944 Education Act was extremely important, as it ensured that all girls completed secondary school, with a minority accessing academic girls' grammar schools. It also provided a route to higher professional education in universities
- The foundation of Virago was a turning point in publicising inequality and encouraging women to fight for their rights by ensuring that 'feminist' literature was readily available
- The 1965 Sex Discrimination Act made sex discrimination unlawful and set up a Commission to work towards equality of opportunity
- The advent of the contraceptive pill in 1961 had a major impact on women's ability to continue in education and employment.

Question	Mark scheme
<b>B8 (c) (ii)</b>	<p>In the years 1944-86, how far were improved rights and opportunities for Commonwealth immigrants the result of government legislation?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the British Nationality Act (1948)</li> <li>• Claudia Jones.</li> </ul> <p>You <b>must</b> also use information of your own.</p> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points that indicate that change was the result of government legislation may include the following:</p> <ul style="list-style-type: none"> <li>• The British Nationality Act 1948 made citizens of Commonwealth countries citizens of the UK and Colonies. This allowed them to settle in the UK and take opportunities, for example in employment</li> <li>• The 1965 Race Relations Act outlawed discrimination on the 'grounds of colour, race, or ethnic or national origins'. It led to the creation of the Race Relations Board in 1966. This made the UK an easier place to live for immigrants</li> <li>• The 1968 Race Relations Act extended the provisions of the 1965 Act to include housing, employment and service provision. Caribbean immigrants were now to be treated in the same way as long-term residents.</li> </ul> <p>Relevant points that indicate that change was not the result of government legislation may include the following:</p> <ul style="list-style-type: none"> <li>• After 1948, the government tried to discourage immigration. The 1962 and 1968 Commonwealth Immigration Acts limited opportunities and so government legislation did not improve rights and opportunities</li> <li>• Most immigrants came to the UK for better employment and independent of government action. Many of the Windrush generation worked in transport. London Transport ran a recruitment campaign in the Caribbean from 1956</li> <li>• The Bristol Bus Boycott highlighted existing racial discrimination and influenced the passing of the Race Relations Acts of 1965 and 1968, making discrimination unlawful in public places, employment and housing</li> <li>• The Notting Hill carnival, launched by Claudia Jones as a celebration of Afro-Caribbean culture, helped change public perception of immigrants after the 1958 riots. It led to greater acceptance of Caribbean culture and opportunities.</li> </ul>	

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