



Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE

In History (4HI1/02)

Paper 2: Investigation and Breadth Studies

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 2

SECTION A Question (a)

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

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

Section A: Question (b)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Answers make simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3–5	Answer offers valid comment that identifies agreement and/or difference, using sources. Comprehension and some analysis of the sources is shown by the selection and use of material to support a comparison. Both agreement and disagreement must be identified for 5 marks.
3	6–8	Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.

Section A: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	- Answers offers simple, valid comment to agree with or counter the interpretation. - Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. - Generalised contextual knowledge is included and linked to the evaluation. - The overall judgement is missing or asserted.
2	5–8	- Answers offers valid comment to agree with or counter the interpretation. - Some analysis is shown in selecting and including details from the provided materials to support this comment. - Some relevant contextual knowledge is included and linked to the evaluation. - An overall judgement is given but it's justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	- Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. - Good analysis of the provided materials is shown, indication differences and deploying this to support the evaluation. - Relevant contextual knowledge is used directly to support the evaluation. - An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	- Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement. - Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation. - Relevant contextual knowledge is precisely selected and used directly to support the evaluation. - An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

Section B Question (a)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about similarity(ies)/difference(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	- Similarities/differences are explained. [AO2] - Specific information about the topic is added to support the explanation [AO1] Maximum 3 marks for an answer dealing with only one similarity / difference.
3	5–6	- Similarities/differences are explained, making explicit comparisons [AO2] - Specific information about both periods is added to support the comparison [AO1]

Section B: Question (b)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about cause(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	- Features of the period are analysed to explain causes. [AO2] - Specific information about the topic is added to support the explanation. [AO1]
3	6–8	- Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2] - Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
3	9–12	• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4	13-16	• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.
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SECTION A: Historical Investigation

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

Question	
A1 (a)	Describe TWO features of EITHER the assassination at Sarajevo OR the US entry into the war. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the assassination at Sarajevo: • The assassination at Sarajevo was of Archduke Franz Ferdinand, the heir to the Austrian throne, in June 1914. Sarajevo was the capital of Bosnia which had been formally incorporated into the Austro-Hungarian Empire in 1908 • Franz Ferdinand was shot by Gavrilo Princip. Princip was a Bosnian-Serb who opposed Austrian control of Bosnia. For example, for the US entry into the war: • The US entered the First World War in April 1917. The USA declared war on Germany, siding with Britain and France • The USA committed significant military and financial resources to support the Allied war effort. The first US soldiers landed in Europe in June 1917 and entered the front line in October.	

Question	
A1 (b)	How far does Source A support the evidence of Source B about the problems faced by British soldiers during the battle of Passchendaele. Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that muddy conditions faced British soldiers during their attack, Source A referring to the battlefield as 'a huge swamp' and Source B to them sinking 'up to their knees in mud'
- The sources agree on the need for boards to be laid across the mud ('narrow, slimy boards' in Source A and 'wooden tracks' in Source B) and that these hindered the advance ('hard' for soldiers and 'single file', and 'slow and difficult').

Points of difference may include:

- Source A refers to the causes of the muddy conditions as being 'heavy rain' and the 'artillery' of both sides – these are not mentioned in Source B
- Source B suggests that the soldiers faced insanitary conditions at Passchendaele ('unshaven and dirty', 'no clean water', 'shirts were full of lice') – none of this is mentioned in Source A.

Points regarding extent may include:

- There is some difference between Sources A and B in that Source A mentions the causes of the mud and Source B adds detail on the insanitary conditions faced by British soldiers
- The sources strongly agree that British soldiers faced very heavy conditions underfoot at the Battle of Passchendaele and that this badly affected the chances of their attacks being a success.

Question	
A1 (c)	Extract C suggests that General Haig was responsible for the failure of the British army to make a decisive breakthrough at Passchendaele. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: - Source A indicates that the advance of the army was slowed both by the effects of Haig's artillery bombardment before the battle commenced and by his orders to advance fully laden - Source B suggests that Haig was careless of the condition of some British soldiers ordered into battle who lacked 'clean water' and proper rest ('tired') - Extract C refers to criticisms of Haig's battle plans ('far too ambitious') and suggests he was unable to alter his plans or tactics when the mud made the use of tanks 'impossible' - Another full-frontal attack on the western front, following the Somme offensive, was widely opposed, even by Lloyd George and Foch. Haig also ignored criticism of his choice of battlefield, which was wet and unsuitable for tanks even before the rain. Relevant points which counter the view may include: - Source A suggests that 'heavy rain' was a factor in slowing the British advance – the unseasonal weather was unexpected in summer and cannot be blamed on Haig - Source C refers to 'strong resistance' by the Germans and the use of 'mustard gas' as an alternative cause of the British failure to break through - Extract C refers to British gains of 'five miles' which, by the standard of other battles of the First World War, might not be considered as a 'failure' – also, the Germans suffered considerable losses ('175 000') - Haig was justified in repeating tactics, heavy bombardment followed by infantry advancing with tanks, which had met with some success in 1916. The Germans were less able to bear their losses than the Allies as subsequent events proved.	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER the Lena Goldfield Strike OR the 1917 Decrees. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Lena Goldfield Strike: • The Lena Goldfield Strike began in March 1912 as a protest against dangerous conditions and low pay. Over 6000 workers joined the strike • The government sent troops to Lena to suppress the strike. Over 250 people were shot dead in April when troops opened fire on protesters. For example, for the 1917 Decrees: • The 1917 Decrees were issued by the Bolsheviks immediately after seizing power in October. Over 100 decrees were issued, mostly through <i>Sovnarkom</i>, putting Bolshevik rule into effect • The Decrees included the Decree on Land, which redistributed landed estates among the peasants. The Decree on Peace and the Decree on Workers' Control attempted to put into effect promises made before the Revolution.	

Question	
A2 (b)	How far does Source A support the evidence of Source B about the impact of the NEP in Russia? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the impact of the NEP was immediate – Source A refers to change occurring 'within weeks' and Source B to change happening 'very quickly'
- The sources agree that the NEP stimulated trade (Source A refers to 'shops, cafes...opening all over' and Source B to 'private traders...prosperous peasants')
- The sources agree that many communists were unhappy with the impact of the NEP, Source A indicating that many called it 'dreadful' and the communist author of Source B saying its results were 'offensive and indecent'.

Points of difference may include:

- Source A is positive about the impact of the NEP ('jobs and better days') whereas Source B concentrates much more on the negatives ('criminals, con-men...prostitution...corrupt officials...gangsters').

Points regarding extent may include:

- Sources A and Source B differ on whether the impact of the NEP was generally positive or generally negative
- The sources strongly agree that the impact of the NEP was felt quickly and that it stimulated a wide range of economic activity in the USSR.

Question	
A2 (c)	Extract C suggests that the NEP was not a success. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Sources A and B, and Extract C refer to the political divisions created within the Communist Party by the NEP • Source B provides evidence that the NEP stimulated criminality and corruption as well as more positive economic activity • Extract C refers to the economic imbalances created by the NEP ('industry failed to expand as quickly as agriculture', 'high unemployment in the cities') • Politically, criticism of the NEP among communists prompted further limitations on free expression (democratic centralism). Economically, the NEP triggered the 'Scissors Crisis' with many facing falling incomes and rising prices at the same time. Relevant points which counter the view may include: • Source A refers to the recommencement of the market economy under the NEP and that this brought 'jobs and better days' for many • Source B provides evidence of the re-emerging of 'craftsmen' and 'small-scale manufacturers', suggesting that the economy began to grow and develop under the NEP • Extract C states that agriculture particularly benefitted under the NEP, satisfying the main reason for its introduction – both Sources A and B also have evidence of peasants trading and prospering under the NEP • The NEP rapidly ended the famine of 1921 by encouraging peasants to cultivate more land and bring food to market. Industrial production under the NEP recovered to pre-1914 levels, while the wages of factory workers doubled.	

A3: The USA, 1918-41

Question	
A3 (a)	Describe TWO features of EITHER The Sacco and Vanzetti Case OR Huey Long's Share Our Wealth programme. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Sacco and Vanzetti Case: • A feature of the Sacco and Vanzetti Case was that it was part of a Red Scare hysteria in the 1920s. Sacco and Vanzetti were immigrants with radical political beliefs and public opinion was against them • A feature of the Sacco and Vanzetti Case was how unfair the legal system was at this time. 107 witnesses said they had seen the accused elsewhere at the time of the murder but they were still convicted. For example, for Huey Long's Share Our Wealth programme: • A feature of the programme was that it was to be funded by the rich. It involved a heavy tax and taking away any income over \$1.8million per year • A feature of the programme was that it was very popular. An estimated 8 million Americans joined Share Our Wealth Clubs.	

Question	
A3 (b)	How far does Source A support the evidence of Source B about the events of 28 July 1932? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that on 28 July the camps were cleared using violence. Source A says several policemen were injured. Source B says the 'troops came with their gas bombs and bayonets'
- The sources agree that the people in the camp being cleared were leaving without resistance. Source A says 'This morning they left.' and Source B says 'trying to gather what they could and flee'.

Points of difference may include:

- Source A says it is the police who are doing the clearing, but Source B says that the army was involved
- Source A suggests that there was aggressive behaviour by a group of veterans from other camps. Source B does not mention this and instead says some veterans had been tear-gassed elsewhere 'and wanted no more of it'.

Points regarding extent may include:

- There is some agreement between Sources A and B about the marchers leaving the camp of their own free will
- The sources strongly disagree about whether the violence that occurred was caused by the marchers or the troops.

Question	
A3 (c)	Extract C suggests that the Bonus Marchers were a threat to the government. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: - Source A indicates that the Marchers may have posed a threat because 'several thousand' of them 'arrived' and 'attacked police' - Source B refers to the Marchers as 'motivated by a belief in revolution' - Both Source A and Extract C suggest that the Marchers were 'communists and criminals' - Communist leaders later admitted that they had been involved in organising the camps. Relevant points which counter the view may include: - Source A suggests that the Bonus Marchers in the camp were not a threat because they were persuaded to leave - Source B suggests that all the Marchers were trying to do was 'collect what they could and flee' - Extract C implies they were not a threat because Hoover is 'trying to explain away the action by claiming...' - Hoover maintained that political agitators dominated the mob. But research has shown that nine out of ten Bonus Marchers were veterans and 20% were disabled.	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER the Battle of Hue (1968) OR My Lai. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the Battle of Hue (1968): • The Battle of Hue began when the Vietcong, supported by the North Vietnamese army, attempted to take the city during the Tet offensive. Hue was only lightly defended by ARVN and US forces when the attack began • The battle was characterised by bloody house-to-house fighting. The communists were driven out after two months, leaving the city largely destroyed. For example, for My Lai: • My Lai was a village in South Vietnam, which was the scene of a massacre by US troops in 1968. Over 350 unarmed men, women and children were brutally killed • My Lai was cited as evidence by anti-war campaigners, both in the USA and worldwide. Only one soldier was convicted of criminal offences for his part in events at My Lai.	

Question	
A4 (b)	How far does Source A support the evidence of Source B about President Diem's government in the early 1960s? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Diem's government was undemocratic – Source A refers to the need to 'introduce greater democracy' and a lack of 'freedom', while Source B states that his government was a 'one-man-rule'
- The sources agree that Diem's government was corrupt ('promotes corruption' in Source A and 'dishonesty' in Source B) and ineffective, ('good government impossible' in Source A and 'prevented effective government' in Source B).

Points of difference may include:

- Source A suggests that Diem may still be open to reform by appealing to him to introduce democracy and change, whereas Source B states that such reforms are unlikely ('try and keep things as they are', 'stubbornness')
- Source B suggests that Diem is assisting the Viet Cong through his government's behaviour – this is not mentioned in Source A.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the possibility of meaningful change to Diem's style of government in South Vietnam and whether Diem is assisting the Viet Cong by his actions
- The sources strongly agree that Diem's government was undemocratic, corrupt and inefficient, and facing mounting opposition as a result.

Question	
A4 (c)	Extract C suggests that President Diem's downfall in 1963 was caused by his own mistakes. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A and B provide evidence of Diem's failure to deal with the corruption and ineffectiveness of his government in the early 1960s and of his increasing unpopularity as a result • Source B implies Diem's failure to engage with the forces of reform in South Vietnam, a mistake which contributed to his own fall • Extract C refers to the mistakes of Diem's government including the Strategic Hamlet Programme and his handling of the Buddhist protests • Diem's policies favoured Catholics over the Buddhist majority, which caused major resentment. His land reforms were ineffective in breaking up large estates of the richer landlords and Catholic Church, meaning 90% of the peasants did not benefit. Relevant points which counter the view may include: • Source B and Extract C refer to the activities of the Viet Cong, which were making Diem's government hugely difficult in the early 1960s • Extract C suggests that US President Kennedy was far less supportive of Diem than his predecessor, Eisenhower, and states that Kennedy's actions in the early 1960s encouraged the overthrow of Diem • Extract C suggests that Diem lacked support among the hierarchy of the South Vietnamese armed forces ('South Vietnamese generals') • Diem's government was stable for most of its life, based upon effective vote rigging and oppression. He had several successes (e.g. promoting economic development) and fell only when the USA's attitude to him changed.	

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER the role of women in the GDR OR border openings with Hungary and Austria in 1989. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content guidance For example, for the role of women in the GDR: • Women were encouraged in the GDR to take on full-time jobs, as well as their domestic duties, to help the economy develop. By the late 1980s, more women were in paid employment in the GDR than in most other countries in the world • The sharing of domestic responsibilities was strongly encouraged to enable women to work. The wider availability of abortion and contraception by the 1970s allowed women to maximise their employment potential. For example, for the border openings with Hungary and Austria in 1989: • Border openings with Hungary and Austria began in the summer of 1989. Hungary initiated reforms to its communist system inspired by Gorbachev's in the USSR and opened its borders with the west • Hungary shared a land border with the GDR. The dismantling of the border saw many thousands of East Germans leave the GDR through Hungary and Austria, then to claim West German passports.	

Question	
A5 (b)	How far does Source A support the evidence of Source B about the effect of the Stasi on those living in the GDR? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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

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

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the existence of the Stasi encouraged those living in the GDR to be watchful in their behaviour – Source B refers to 'anxiety and suspicion' in people's dealings with others while Source A states that the author was 'cautious'
- The sources agree that the effect of the Stasi was to stifle open criticism of the regime – Source A states that people were 'honest' only among those they trusted while Source B refers to people 'lowering' their voices in telling political jokes

Points of difference may include:

- Source A states that people in the GDR were not 'too concerned' about the Stasi and implies that those who avoided criticism of the regime had little to fear – this is absent from Source B
- Source B describes the serious intervention of the Stasi in the lives of those who were only lightly connected with others that had expressed dissent – there is no mention of this in Source A.

Points regarding extent may include:

- There are some differences between Sources A and B - Source A does not mention the direct intervention of the Stasi that is described in Source B
- The sources strongly agree that the effect of the Stasi was to make people living in the GDR wary about what they said and to whom, and in the process, to suppress open criticism of the SED.

Question	
A5 (c)	Extract C suggests that the SED did not depend on the Stasi to control the people of the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content: Relevant points which support the view may include: • Source A and Extract C indicate that many people in the GDR had little to fear from the Stasi and could live 'normal' lives • Extract C refers to the support among the people of the GDR for 'its socialist aims' implying that there was considerable popular backing for the SED • Extract C refers to the support for the SED's practical policies ('like housing') even, perhaps, among those who did not endorse the GDR's political outlook • Extensive propaganda and the censorship of critical views, from both internal and external sources, were used in the GDR to control the people. Preferment in education and employment also helped ensure a compliant population. Relevant points which counter the view may include the following: • Sources A and B provide evidence of the manner in which the Stasi suppressed criticism of the SED, suggesting that the SED did rely extensively on the secret police to control the people • Source B and Extract C refer to the powerful means with which the Stasi could react even against those only lightly associated with dissent ('officers were everywhere', '180 000 full-time staff') • Source A and Extract C refer to the 'vast network' of informers utilised by the Stasi, which was later revealed to include many people's close 'friends and family' • The methods used by the Stasi were well known and feared in the GDR, e.g. the physical and psychological torture used at <i>Hohenschönhausen</i> prison. The Stasi was particularly active during the 1970s and 80s at the height of Cold War tensions.	

SECTION B: Breadth Studies in Change

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

Question	Mark scheme
B1 (a)	Explain TWO ways in which the relations between the Southern and Northern States of the USA in the 1850s were different from relations between the Southern and Northern States of the USA after the Civil War. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was that there was increased resentment of the Northern States in the South because of the economic and social impact of the war • A difference was that the South now came under direct political control imposed after the war, through the military districts. In the 1850s the States had more autonomy.	

Question	Mark scheme
B1 (b)	Explain TWO causes of the Civil War. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • A cause was slavery. The South relied on slavery for its agriculturally based economy. As abolitionists began to win support, the Southern states felt the need to fight to stop their way of life coming to an end • A cause was the rights of individual states. There were arguments about how much power the states should have versus how much power the federal government should have. The southern states felt their rights and powers were being taken away • A cause was the election of Abraham Lincoln as president. He was elected without even being on the ballot paper in ten of the southern states. The southern states rose up because they felt that Lincoln was against slavery and also against the South.	

Question	Mark scheme
B1 (c) (i)	How far was the belief in Manifest Destiny the main reason why there was Westward expansion in the years 1803-1849? You may use the following in your answer: • Manifest Destiny • the California Gold Rush (1849). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest Manifest Destiny was the main reason may include:

- As Manifest Destiny included the belief that the USA was destined by God to expand its dominions across the whole of the North American continent, inevitably it motivated Western expansion
- The first use of the term in 1845 gave those who favoured expansion a rationale for the earlier annexation of Texas and acquisition of land in Oregon and subsequently California
- Within its inherent belief in the supremacy of white, protestant, democratic government, Manifest Destiny was used as an excuse to take land from Mexicans and Native Americans.

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

- A major step in Westward expansion was the Louisiana Purchase which was undertaken for commercial reasons to ensure the port of New Orleans remained available to American farmers
- Westward expansion (as in the Louisiana Purchase) also occurred to remove the influence of the colonial powers
- A significant driving force behind Westward expansion was the desire to gain land for farming, as seen in the acquisition of territory in Oregon. In Texas settlers were promised 4000 acres per family for small fees
- Opposition to Westward expansion from Mexico and the Native Americans was not sufficiently strong to prevent migration West
- In California, a significant factor in attracting migrants was the discovery of gold in 1848 and the desire to get rich quick.

Question	
B1 (c) (ii)	How far did the position of slaves in the USA change in the period 1820-77? You may use the following in your answer: • the Missouri Compromise (1820) • the Kansas Nebraska Act (1854). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

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

- The extent of slavery was limited by the Missouri Compromise, in which it was agreed that there would be no slavery in lands north of latitude 36° 30' that were still awaiting statehood
- Slavery in the north ceased to exist as by the end of the 1820s all Northern states had banned slavery
- The number of slave-free states in the USA increased so that, by 1860, the original 13 states of the USA had grown to 18 free states and 15 slave states
- The Freedmen's Bureau provided food, housing and medical aid, established schools and offered legal assistance to ex-slaves. It also attempted to settle former slaves on land confiscated or abandoned during the Civil War.

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

- By 1848, 12 Northern states had passed more than 40 personal liberty laws that aimed to counter previous legislation supporting slavery
- In 1850 a new Fugitive Slave Act was passed. It imposed criminal penalties on anyone interfering with a slave owner's rights to his slaves, and restricted the legal rights of fugitive slaves to a fair trial
- The *Kansas-Nebraska Act* allowed those two territories to decide for themselves whether or not to allow slavery within their borders. The *Act* undid the terms of Missouri Compromise, which prohibited slavery north of latitude 36°30'
- The Freedmen's Bureau was prevented from fully carrying out its programmes due to a shortage of funds and personnel, along with the introduction of the Black Codes.

B2: Changes in Medicine, c1848-c1948

Question	
B2 (a)	Explain TWO ways in which surgery during the First World War was different from surgery during the Second World War. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was the way in which infection was prevented. In the First World War techniques such as debridement were used quickly to remove infected tissue, whereas during the Second World War penicillin became available which prevented gangrene • A difference was the way in which plastic surgery was used. In the First World War plastic surgery concentrated on facial wounds, whereas in the Second World War surgical treatments for a range of deeper burns were developed.	

Question	
B2 (b)	Explain TWO causes of the progress of women in medicine in the years 1848-76. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • The role of Florence Nightingale. Her book, <i>Notes on Hospitals</i>, was translated into 11 languages and she set up the Nightingale School in 1860. She inspired many others to copy her ideas and proved women were capable of creating change • The role of Elizabeth Garrett, whose fight to become a doctor inspired others and raised awareness of the problems facing women who wished to qualify as doctors • The change in the law. In 1876 an Act of Parliament said that universities and medical societies should accept women and allow them to become doctors.	

Question	
B2 (c) (i)	How far did science and technology change medicine in the years 1848-1905? You may use the following in your answer: • germ theory • Robert Koch. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that there was a change may include: • The discovery of chloroform by Simpson enabled patients to be anaesthetised allowing for more skilful operations • Germ theory led to an understanding of why infection after surgery developed and thus to ways in which these infections could be treated • Lister's work on antiseptics meant that operations could be performed in clean operating theatres using aseptic surgery, thus improving the patients' chances of survival • Koch's work on bacteriology led to the development of vaccines for diseases such as rabies and typhoid • The discovery of x-rays allowed for improvements in treatment, such as allowing broken bones to be set more effectively and in identifying tuberculosis. Relevant points that suggest that change was limited and / or that other issues changed medicine may include: • Many doctors wanted to continue to do what they had always done and did not want to learn new ways of treating patients. This can be seen in the reluctance to adopt hygienic practices • Although the work of Pasteur and Koch allowed doctors to understand the cause of some diseases, new treatments were not developed during this period • The government had a role in changing medicine, as can be seen by the introduction of the Public Health Acts of 1848 and 1875.	

Question	
B2 (c) (ii)	How significant was the Public Health Act (1875) in improving public health provision in the years 1875-1920? You may use the following in your answer: • the Public Health Act (1875) • the National Insurance Act (1911). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that it was significant may include: • The Public Health Act of 1875 made local authorities responsible for the supply of clean water and for dealing with sewage effectively. Both of these responsibilities meant there was less chance of people catching diseases • The Act ensured that there was sufficient light and ventilation in newly built homes to aid good health • The Act forced local authorities to appoint Medical officers who were in charge of public health. Their job was to ensure regulations were obeyed and public health risks were minimised. Relevant points that suggest the significance was limited may include: • The National Insurance Act (1911) had a big impact on public health as it was the first time some people in society had access to a trained doctor and treatment • The widening of the franchise in the 1880s put pressure on the government to address the needs of more of the people. Such pressure led to new laws being passed • The introduction of free school meals for children from poor families in 1906 ensured that children would have at least one proper meal each school day to support their general health • Old age pensions were introduced in 1908. They helped those eligible to afford housing, food and heating, thus helping them to stay healthy • In 1907, the School Medical Service was set up. Children were checked for conditions such as lice infestation.	

B3: Japan in transformation, 1853–1945

Question	
B3 (a)	Explain TWO ways in which Japan's influence in China in 1895 was different from Japan's influence in China in 1919. Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was that by 1919 Japan was adopting a more interventionist approach in Chinese domestic affairs, as shown by the 21 Demands of 1915. In 1895 the interest was in acquiring territory • A difference was that in 1895 Japan held territory in China without support from the West, but in 1919 the territory was held with Western approval as shown at Versailles.	

Question	
B3 (b)	Explain TWO causes of Japan's strained relations with the USA in the years 1931-41. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • A cause was the aggressive foreign policy adopted by Japan in an attempt to counter the impact of the Depression e.g. the invasion of Manchuria. This aroused suspicion in the USA • A cause was the desire of the USA to protect China at a time when the Japanese were looking to extend their financial and political influence in the country. This brought the two countries into direct conflict • A cause was the American sanctions in the 1930s and, in particular, the full oil embargo of 1941. This led the Japanese to bomb Pearl Harbor and war broke out.	

Question	
B3 (c) (i)	How significant was the Perry Mission in changing Japan's economy in the years 1853-1931? You may use the following in your answer: ▪ the Perry Mission ▪ the Great Kanto Earthquake of 1923. You must also use information of your own (16) Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest it was significant may include the following:

- The mission led to more contact with the West as Japan had to abandon its 'closed door' policy. It was forced to open a number of its ports to America and, later, other Western nations. This boosted trade
- The treaty resulting from the mission damaged the Japanese economy by bringing in a large amount of foreign money. This disrupted the Japanese currency and created inflation
- The opening up of Japan by the Perry Mission led to an industrial revolution, as Japan broke away from its traditional way of life and acquired knowledge of western technical developments
- The mission helped bring about modernisation because it led to the downfall of the Tokugawa and the restoration of the Meiji. This, in turn, brought an end to feudalism, opening up the way for industrialisation.

Relevant points that suggest that its significance was limited may include the following:

- In the Meiji period, the government improved education and communications. It also built factories and shipyards that were sold to entrepreneurs at a fraction of their value. This stimulated business and, therefore, the economy
- The Great Kanto Earthquake seriously damaged Tokyo's economy. There were over 100,000 deaths, over 500,000 homes were destroyed and \$1billion worth of damage caused. Post-quake mob violence and disease made the impact worse
- In some ways the Great Kanto Earthquake stimulated the economy as it led to a significant boost in the building and infrastructure trades.
- From 1929, Japan suffered from the effects of the Wall St. Crash and the reduction of exports to the USA.

Question	
B3 (c) (ii)	How far did the way Japan was governed change in the years 1919–1945? You may use the following in your answer: • the Public Security Preservation Law (1925) • Tenko. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest change may include the following:

- During the 'Taisho Democracy', Japan's government became more liberal. There was a shift in power from the old oligarchic advisors under the emperor and elected representative officials increasingly gained influence and power
- In the 1920s a more repressive form of government was adopted in response to demands for more reforms. The army detained political activists it believed were radicals
- There was a further tightening with the introduction of the Peace Preservation Law of 1925 which threatened up to 10 years imprisonment for anyone attempting to alter the kokutai (rule by the emperor and imperial government)
- Under Hirohito the role of the emperor in government increased with the development of state Shinto. It glorified the emperor and traditional Japanese virtues to the exclusion of Western influences
- A major change came after the May 15th Incident in 1932. From now on it was the army which held the real power. In 1940 political parties were dissolved.

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

- There was little change in terms of the involvement of ordinary people in government. Even in the Taisho Democracy there was still little opportunity for the lower classes to have any real say
- The government continued to be repressive throughout the period, ending political protest and through Tenko forcing left-wing activists to abandon their radical beliefs
- The elitist nature of government was reflected in the continuing importance of the emperor as a supposed constitutional monarch. By 1936 it was again illegal for any ordinary Japanese citizen to even look at the emperor.

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

Question	
B4 (a)	Explain TWO ways in which opposition to the government in China in 1911 was similar to opposition to the government in China in 1934 Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one similarity. Indicative content Relevant points may include: • A similarity was the opposition was based on ideological beliefs. In 1911 revolutionaries believed strongly in nationalism and republicanism. In 1934 opposition was based around communist beliefs • A similarity was that opposition to the government had grass roots support. In 1911 the ordinary people were angered by high taxes. In 1934 the communists had the support of the peasants.	

Question	
B4 (b)	Explain TWO causes of the Agrarian Reform Law (1950). Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions 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: • One cause was that Mao wanted to keep the support of the peasants. So the Agrarian Reform Law led to a 'Speak Bitterness' campaign in which landlords were publicly humiliated and their land given to the peasants • One of the reasons for introducing the Agrarian Reform Law was to introduce collectivisation in the countryside. This type of farming was in keeping with Mao's communist ideals • Mao introduced the Agrarian Reform Law because he wanted to modernise Chinese industry. Peasants needed to move from the countryside to the town and agriculture had to be efficient to feed them. The Agrarian Reform Law looked to increase agricultural output.	

Question	
B4 (c) (i)	How far did Mao's changes improve China's economy in the years 1952-89? You may use the following in your answer: • the first Five-year Plan • westernisation under Deng. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest improvement may include the following:

- From 1952, Mao's land reforms were implemented using Soviet advisors and agricultural output rose sufficiently to introduce plans for industry
- The first Five-year Plan led to significant increases in the production of coal, electric power and steel
- The Great Leap Forward transformed China's infrastructure with the building of giant bridges, canals and dams and initially there were huge rises in the production of coal, wood, fertiliser and cement.

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

- In the long run, Mao's policies in agriculture had a limited impact. Forced collectivisation was unpopular with the peasants and there was a huge decline in production and the Great Famine of 1958-62
- The Great Leap Forward was a serious failure as the quality of steel produced in backyard furnaces was so low it could not be used. After initial increases production in coal, oil and steel declined. So change was limited
- The Cultural Revolution had a negative impact on China's economy by removing skilled managers and replacing them with people unsuitable to run factories. There were large reductions in the production of essential materials
- The presence of 10 000 Soviet advisers and Soviet loans significantly stimulated industry
- The real transformation in China's economy came under Deng with an open-door policy and Special Economic Zones, coupled with privatisation and westernisation. These reintroduced the profit motive.

Question	
B4 (c) (ii)	How far did China's society change in the years 1956-1989? You may use the following in your answer: • the Hundred Flowers Campaign • the Democracy Movement (1979). You must also use information of your own Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest change may include the following:

- As a result of the Hundred Flowers Campaign China seemed a much more open society. Mao encouraged free speech and encouraged criticism of the party and the government
- The Cultural Revolution and the attack on the Four Olds encouraged young people to attack anything in China that was associated with the past. Chinese society became fraught with violence carried out by the Red Guards
- During the Cultural Revolution, attitudes to education changed. During the Cultural Revolution universities, schools and teachers were attacked. By 1982, only a minority of the population had attended school up to the age of 12
- There were significant changes in the position of women. Arranged marriage was banned, there was equal access to divorce and women could own property. The one-child policy led to female infanticide and abortion and much smaller families
- Under Deng, Western influences grew, there was growing support for a more modernised and western form of government, as reflected in the Democracy Movement.

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

- There was no real long-term change in attitudes to free speech, as seen by Mao's launching of the Anti-Rightist Campaign to bring the Hundred Flowers Campaign to an end and the crackdown on the Democracy Movement
- The Up to the Mountains and Down to the Villages campaign showed that Chinese society continued to be dominated by the party leader as Mao ended the Cultural Revolution by forcing millions of young people into the countryside
- The reaction to the student protest of the 1980s and, in particular, the Tiananmen Square protests showed that in 1989 China was still a repressive society.

B5: The changing roles of international organisations: the league and the UN 1919-c2011

Question	
B5 (a)	Explain TWO ways in which the UN's involvement in Somalia (1991-95) was different from the UN's involvement in Sudan (2005-11). Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was enforcement. In Somalia, UNOSOM was allowed to take enforcement action to ensure its work was not prevented. However, in Sudan the UN could only monitor events and defend itself • A difference was the joint involvement with the African Union. In Somalia, the African Union was not a partner with the UN, but in Sudan the African Union worked jointly with the UN.	

Question	
B5 (b)	Explain TWO causes of the success of the League in the 1920s. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • The League was successful as it acted quickly. When the Aaland Islands dispute broke out, the League had prepared a report within a few weeks. This was also the case with Upper Silesia • The League was successful as the countries it dealt with were not great powers. The weakness of Germany and the newly created nature of Poland meant they were more prepared to accept decisions made by the League • The influence of individuals such as Nansen enabled the League to deal with refugees effectively. Nansen allowed refugees to have identity papers that allowed them to cross borders and settle in states that would accept them.	

Question	
B5 (c) (i)	How far did the weaknesses of the international organisations change in the years 1930-64? You may use the following in your answer: • Abyssinia (1935-6) • the Korean War (1950-53). You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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 suggest that there was a change may include:

- The weaknesses inherent in the varying and selective membership of the League changed as no countries were excluded from the UN by 1964
- A major weakness of the League was its lack of an armed force. The UN, however, could call on countries to provide a peace-keeping force, which it did during the Korean War
- The Cold War after 1945 created a weakness in the UN Security Council's ability to act. With both the USA and USSR having a veto, decisions were difficult to reach
- The League was weakened in the 1930s by diplomacy outside of the organisation, e.g. the Hoare Laval Pact. This did not happen to the UN up to 1964.

Relevant points that suggest change was limited may include:

- The self-interest of leading nations created problems for the League, e.g. in Abyssinia. Self-interest was a reason for the UN finding solutions difficult, e.g. the USA's attitude towards the Middle East
- The western-centric nature of the League made it seem unrepresentative and like a winner's club. The power imbalance was evident in the setting up of the UN, whose Security Council was not representative of the General Assembly
- The use of the veto in the Council of the League limited its power to act. Permanent members of the Security Council of the UN also had a veto, making actions difficult, e.g. by 1950, the USSR had used its veto 100 times
- The League was unable to deal effectively with strong powers, e.g. Italy. The makeup of the Security Council of the UN meant taking action against strong powers was difficult.

Question	
B5 (c) (ii)	How far did the USA strengthen the UN in the years 1945-2011? You may use the following in your answer: • the Korean War (1950-53) • the Gulf Wars. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points which suggest that it did strengthen may include: • The UN was strengthened by its success in preventing South Korea from becoming communist. The USA had led the UN led forces to repel the North Koreans • The USA strengthened the UN in the Middle East crisis by helping to negotiate the disengagement treaties after the Yom Kippur War and through the Shuttle Diplomacy of Kissinger • The US-led UN forces defeat of Iraq showed the success the UN could achieve, if the Security Council worked together. Relevant points which suggest that the strengthening was limited may include: • The UN's role in the Korean war suggested to some nations that the UN was the tool of US foreign policy • The Cold War made co-operation between the Permanent members of the Security Council impossible. Any proposal was seen by the USA and the USSR in terms of whether it would give the other an advantage • The US-led invasion of Iraq in 2003 weakened the UN, as it did nothing to prevent the invasion • The withdrawal of US troops from Somalia in 1994 weakened the UN's operation there, leading to its withdrawal from the country in 1995 • The UN's mission to Sudan was weakened by the lack of involvement of the USA, who were fighting in Iraq.	

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

Question	
B6 (a)	Explain TWO ways in which the use of submarines in the Atlantic in the years 1939-45 was different from the use of submarines in the first Gulf War (1990-91). Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was the type of submarine used. In the Battle of the Atlantic, conventional submarines were used, whereas in the first Gulf war, nuclear submarines were used • A difference was the way in which they were used. The U-Boats in the Atlantic destroyed ships on the surface, whereas the submarines in the first Gulf War were used to fire Tomahawk missiles at strategic targets on land.	

Question	
B6 (b)	Explain TWO causes of Allied success on D-Day (1944) Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • A reason was the Allied use of paratroops to sabotage German defensive positions • A reason was the use of gliders to land Allied paratroops behind enemy lines to disrupt German troop movements • A reason was the success of Allied strategy which led to the use of Mulberry harbours and PLUTO.	

Question	
B6 (c) (i)	How far was the dropping of atomic bombs in 1945 a turning point in warfare in the years 1939-89? You may use the following in your answer: • Hiroshima • Arab-Israeli conflicts. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points that suggest there was a change may include:

- The dropping of the atomic bombs at the end of the Second World War led to an arms race which led to the idea of MAD. This prevented major powers with nuclear weapons from going to war against one another
- Nuclear capabilities led to asymmetric warfare, where powerful nations have gone to war against smaller nations who did not possess nuclear weapons
- Total warfare was ended with the dropping of nuclear bombs. Major powers have, since then, fought limited wars with limited forces and limited aims, e.g. Falklands in 1982
- The fear of total and indiscriminate destruction led to the development of new forms of warfare targeting smaller areas, e.g. guerrilla operations in Vietnam
- As a consequence of the power and cost of weaponry, attempts at limiting and reducing weapons and de-escalating conflict increased in the 1970s and 80s.

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

- Nuclear weapons were only dropped twice on Japan in order to end the Second World War. They have not been used again since
- The existence of nuclear weapons did not prevent conflict between major powers, e.g. in Korea 1950-53, Arab-Israeli conflicts. In both cases the USA and the USSR were involved though not directly fighting each other
- Conventional warfare tactics remained significant. The Blitzkrieg tactics used by the Germans in the Second World War were used in the Arab-Israeli conflicts such as the Six Day War.

Question	
B6 (c) (ii)	How far did aerial warfare change in the years 1919-75? You may use the following in your answer: • fighter aircraft • bombing. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest that there was a change may include: • The development of fighter aircraft led to new forms of aerial combat, e.g. dogfights, and the escorting of bombers • The way in which bombs were delivered to their targets changed. In the Spanish Civil War manned planes were used to drop bombs. During the Second World War and after, guided missiles were developed to deliver bombs remotely • The way in which aerial warfare utilised chemical weapons went through a change. In Abyssinia chemicals were dropped by Italian planes on civilians. In the Vietnam war chemicals were used to destroy foliage in order to find the Vietcong • During the Vietnam War Search and Destroy tactics were used. This showed the development of helicopters as a weapon of war • The Second World War saw the introduction of aircraft carriers which allowed planes to be transported and used in warfare even when there was no land. Relevant points that suggest that change was limited may include: • Blitzkrieg tactics which were developed during the Second World War were used with similar success in the Six Day War • Aerial warfare has been consistently used to disrupt industry and communications • A consistent theme has been the inability of air power alone to win wars, as evidenced in the Second World War and Vietnam.	

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

Question	
B7 (a)	Explain TWO ways in which Palestinian resistance to Israel in the 1960s was different from Palestinian resistance to Israel in the 1970s Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (difference).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 3 marks for an answer dealing with only one difference. Indicative content Relevant points may include: • A difference was the tactics used. In the 1960s Fatah raided Israel laying explosives and land mines on transport routes. In the 1970s Palestinian group Black September took high profile hostages at the Munich Olympics. • A difference was the purpose of the attacks. In the 1960s Fatah wished to create disruption within Israel and to regain land. In the 1970s the purpose of the attacks was to raise international awareness of, and sympathy for, the Palestinian issue.	

Question	
B7 (b)	Explain TWO causes of the British decision to hand over the Palestinian mandate to the UN in 1947. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Maximum 4 marks for an answer dealing with only one cause. Indicative content: Relevant points may include: • A reason was the British found it difficult to maintain control. The British had suffered numerous terrorist attacks at the hands of Jews and Arabs, the worst being the bombing of the King David Hotel in 1946 • A reason was the British felt unable to deal with increased Jewish immigration. The pressure of World War II on the British economy led them to seek support from the USA who put pressure on the British to accept more Jews into Palestine • A reason was the British were unable to balance the needs of the Arabs with increased sympathy for the Jewish cause in Palestine that followed from the refusal of the British to accept the SS Exodus.	

Question	
B7 (c) (i)	(i) How far did increasing Jewish immigration to Palestine change the way in which disputed territorial claims were dealt with in the years 1917-49? You may use the following in your answer: • the Balfour Declaration (1917) • Jewish immigration. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which suggest there was a change may include:

- The increasing number of Jewish immigrants led to the Peel Commission which recognised the need for separate states for Arabs and Jews after the First World War following the Arab Revolt
- The increasing number of Jewish immigrants led to a pattern of settlements in Palestine which created the template for the shape of the suggested Jewish state in the UN Partition Plan
- The increasing number of Jewish immigrants after the Second World War led to the British handing over control to the UN who then drew up the Partition Plan which gave Israel land.

Relevant points which suggest change was limited may include:

- The Balfour Declaration did not change the way territorial claims were dealt with as it did not explicitly require the establishment of a Jewish State.
- The mandate for Palestine given to the British left the Arabs feeling cheated out of the independence they wanted. It created the context for clashes between Jews and Arabs over land and encouraged Jewish immigration
- The violence of the Jewish terrorist groups after the Second World War led the British to realise they couldn't deal with the problem of Palestine. This led to the UN taking over
- The sympathy created for the Jews after the Second World War led to a more favourable solution for Jews in the division of Palestine as put forward in the UN Partition Plan
- The war of 1948-9 changed the disputed territory issue by force with Israel taking land away from the Palestinians that had been given to them in the Partition Plan.

Question	
B7 (c) (ii)	How far did the role of the USA in the Middle East change in the years 1956-93? You may use the following in your answer: • the Suez Crisis (1956) • the Camp David Agreements. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content Relevant points that suggest there was change may include: • The Suez Crisis saw the USA become actively involved in the Middle East by condemning the behaviour of the British and the French and involving the UN • In the 1960s the USA began to more actively support Israel with weapons and money. Their support for Israel led to the outbreak of the Six Day War in 1967 • The oil crisis after the War of Yom Kippur led the USA to actively encourage the search for peace through the shuttle diplomacy of Kissinger • The Gulf War of 1991 led to the USA being viewed with less hostility by Arab nations, putting it in a stronger position to act as a peace negotiator. Relevant points which suggest that change was limited may include: • The USA had always supported the Israelis with money and weapons since the time of the creation of the state of Israel • The USA continued to be involved in the peace process from 1973-93 and was instrumental in the Camp David Agreements as well as the Oslo Accords • The USA continued to be aware of the importance of involvement in the region because of its significance in providing oil • Throughout the period, the USA's interest in the region revolved around the need to counter the growth of Soviet influence. The Eisenhower Doctrine of 1957 began the process which only ended when the USSR collapsed.	

